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ANNUAL REPORT ON HIGHER EDUCATION IN NEW JERSEY

1986-87

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STATE OF NEW JERSEY
THOMAS H. KEAN, GOVERNOR

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Mr. Albert W. Merck, Vice Chair
Dr. William O. Baker
Mr. Martin S. Barber
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Mr. Donald A. Peterson
Mrs. Eleanor Todd

Chancellor T. Edward Hollander, *ex officio*

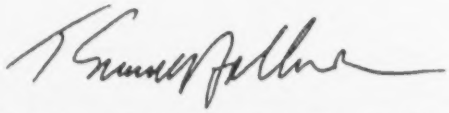
TO: THE HONORABLE THOMAS H. KEAN,
GOVERNOR OF THE STATE OF NEW JERSEY
THE HONORABLE MEMBERS OF
THE NEW JERSEY LEGISLATURE

In presenting this annual report, the Board and the Department of Higher Education once again have the pleasure of recognizing the continued commitment of the Governor and the Legislature to providing the opportunity for higher education to all who wish to avail themselves of it.

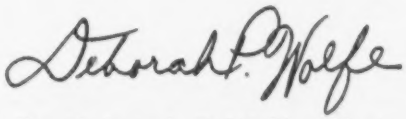
We are proud of our institutions' recent accomplishments, but we are in no way complacent about our unfinished agenda. The report is, we hope, evenhanded both in outlining achievements, such as completing the first phase of the transition to autonomy for the state colleges, and in addressing problems, such as retention.

Our campus communities are maintaining and even accelerating their momentum toward becoming the best of their kind in the country, and they are working long and hard, with all of the resources at their disposal, to make excellence the norm in New Jersey.

Your continued support reflects, in part, the importance that the citizens of New Jersey place upon higher education. We hope that you will find, in reading this report, that your constituents' trust and expectations are being fulfilled.



T. Edward Hollander, Chancellor
Department of Higher Education



Dr. Deborah P. Wolfe, Chair
Board of Higher Education

November 1987

SYSTEM STATUS REPORT

INTRODUCTION

This chapter highlights trends and initiatives in the major areas of statutory responsibility of the New Jersey Board and Department of Higher Education: planning, finance, governance, and system oversight. Discharging these fundamental duties undergirds all other efforts, in the areas of excellence, access, and special issues. (See Appendix A for various compilations describing the current state of the system.)

SIZE OF SYSTEM

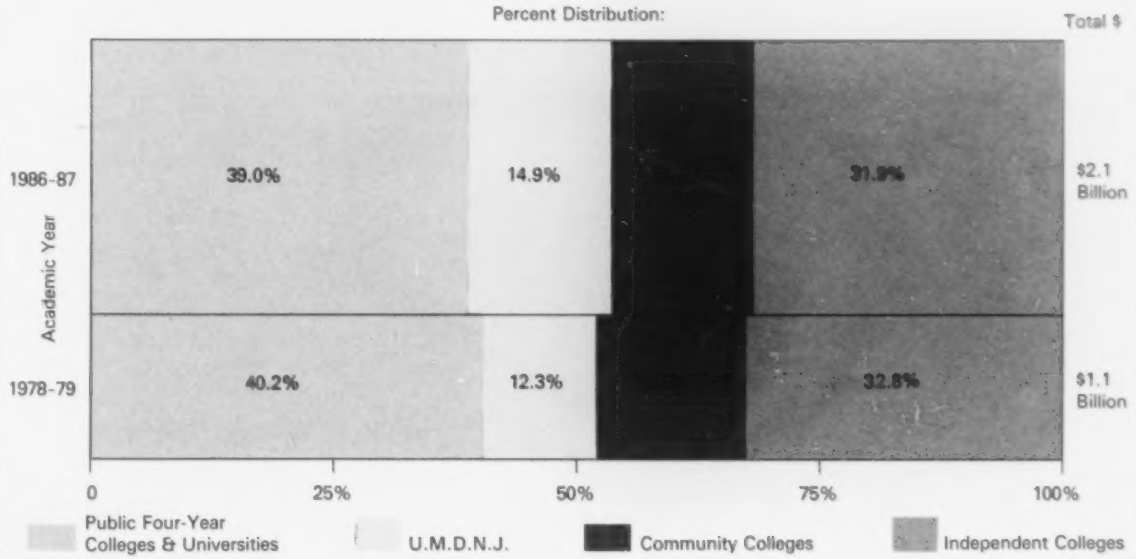
New Jersey's $2.1 billion system of 57 colleges and universities enrolled 297,000 students in fall 1986 – about the same as the year before, interrupting the decline that began in fall 1983. (To the extent that recent high school graduates remain the predominant college cohort, however, a decline will continue into the 1990s, when an upturn reflecting increased birthrates of the early 1980s will occur.) State and independent college enrollments declined while the public universities and the community colleges registered modest increases, the latter for the first time since 1983. The number of graduates also has been declining, but not as fast as enrollments, and the system still confers approximately 43,000 degrees each year. The number of full-time faculty remains just under 10,000, providing a higher instructional ratio and a richer educational experience for students. (See Appendix A for data on enrollments, degrees, and faculty.)

BUDGET AND FINANCE

Funding Trends

Between FY 1978 and FY 1987, the original net state appropriation for higher education more than doubled, from $379 million to $792 million. Because this increase exceeds that of the Higher Education Price Index (HEPI) over the same period, the system experienced a "real" increase of about 11%. By contrast, from FY 1980 through 1985, "real" decreases obtained when the constant dollar state appropriations fell as much as 7% below the FY 1978 level. (An $883 million net state appropriation in FY 1988 will continue this trend toward significantly improved levels of state support.)

Figure 1. Total Expenditures by New Jersey Higher Education



Approximately 90% of the FY 1987 appropriation supported institutional operations, student assistance programs, and health professions education. Slightly more than half of the remaining 10% funded debt service; the rest financed capital projects, operations of the Board and the Department, and special programs. (See Table 1 in Appendix A.)

The amount for institutional operations ($715 million) included $36.3 million for the Governor's challenges (see pages 9 to 12), the major initiative in the FY 1987 budget. The $1.9 million Urban Initiative, one of the most important special programs, also continued in 1986–87, funding precollegiate centers (page 16) throughout the state. With a $10.5 million appropriation, the Department of Higher Education (DHE) Grant Programs (pages 7, 8, and 12) were the largest special program in the budget.

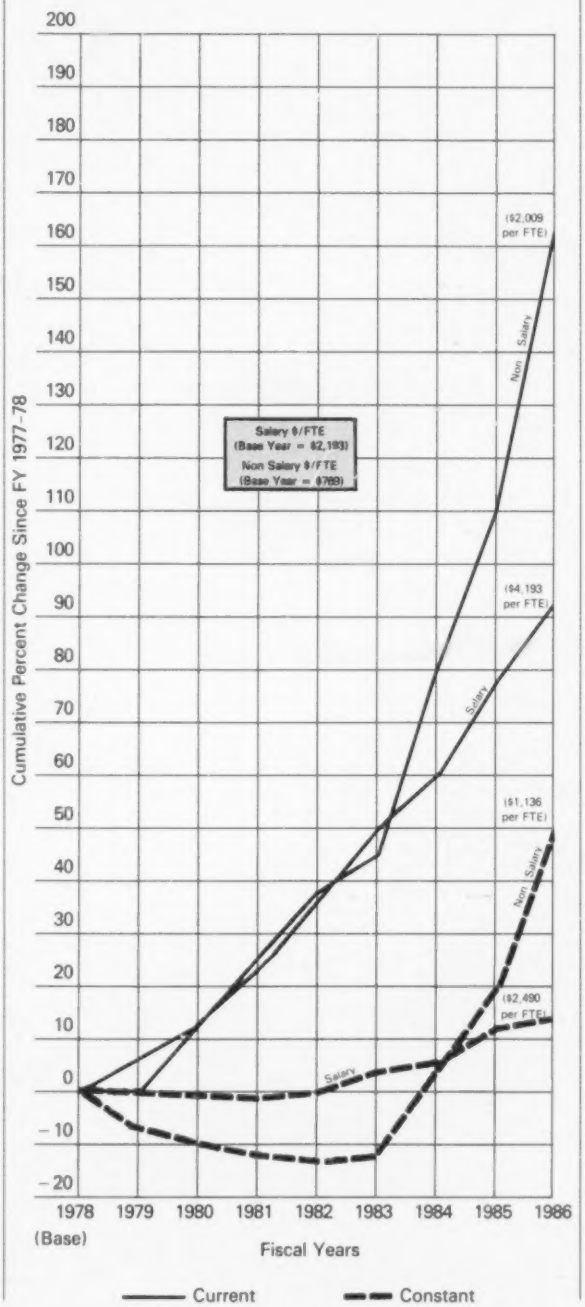
The portions of the budget devoted to institutional operations aim to limit salary growth while increasing nonsalary expenditures in order to preserve the educational quality and long-term vitality of the institutions. Funding for student assistance programs also reflects the commitment of the Governor and the Legislature to investing in higher education – by providing students from diverse backgrounds with the financial means to benefit from such an investment. Especially important was the State's commitment to the Tuition Aid Grant (TAG) and Educational Opportunity Fund (EOF) programs, which totalled $45.1 million and $18.1 million, respectively, in FY 1987.

Capital Needs

The public senior institutions requested a total of $531.3 million dollars for capital projects in FY 1987, including $21.7 million for capital renewal, $25.2 million for fire safety, and $3.8 million for asbestos abatement. The Department requested $70.8 million and received $12.0 million for capital renewal and replacement. In addition, the Department competed aggressively and successfully for its share of $10.0 million available to state agencies for fire safety and asbestos abatement.

In developing their FY 1987 capital requests, the public senior institutions projected a total seven-year capital need (1987 to 1993) of $1.1 billion. The projected needs cover a variety of projects, primarily new and improved educational programs to meet the Governor's challenges, but also corrections of deficiencies to preserve the facilities.

Figure 2. Comparison of Growth in Salary and Nonsalary Expenditures Per FTE Student: N.J.I.T., Rutgers, State Colleges



Included are $934 million for new construction and equipment, $113 million for renewal and replacement, $48 million for current fire and safety code requirements, and $24 million for asbestos abatement. The backlog of capital renewal and replacement projects, which threatens the State's $2 billion capital investment in higher education, stems from inadequate funding over a period of years – just $40.5 million has been appropriated in the past 10 years, all for renewal and replacement.

For county colleges, 1985 legislation doubled (to $160 million) the total amount of capital projects for which the State would finance 50% of the debt service on county-issued bonds. At that time, the sector had defined a capital need of $172.5 million. By the end of FY 1987, $73.9 million of the additional $80 million had been activated under this state capital funding program. (Remaining funds will help support capital renewal and replacement projects in FY 1988.)

A $100 million capital need in the county college sector remains unfunded; the systemwide capital need in New Jersey higher education (including the independent institutions) stands at more than $1.3 billion. To address this need, the Department, in consultation with the higher education community, began developing in 1986–87 a statewide program (to begin in 1938) to provide a continuous flow of capital funds in the future.

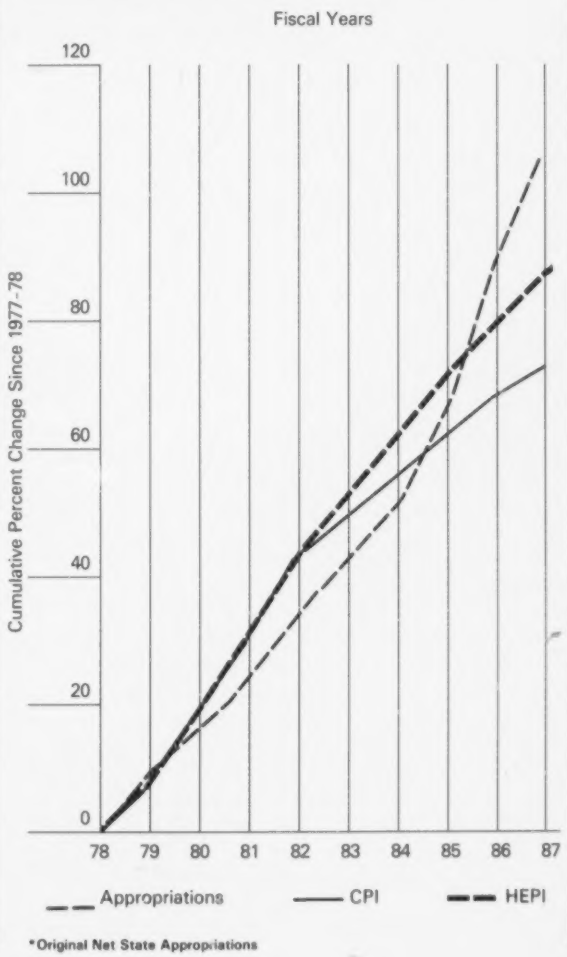
FUNDING POLICIES AND FORMULAS

An incentive/base budget funding process has evolved in New Jersey over several years. In the past, enrollment "quantity," primarily, determined operating budgets and support for institutions of higher education in New Jersey. The State's financial policies, however, gradually have shifted from financing enrollments to financing excellence and access. Although portions of the higher education budget continue to be allocated by formula (as mandated by statute), these formulas have become more sophisticated, linking support to factors other than strictly capitation. Program costs, for example, are a major factor in community college funding; service to state residents and to needy students, in the funding of independent institutions. In addition, the DHE grants (see pages 7 to 8), along with the Governor's challenges (pages 9 through 12) provide substantial support above direct operating aid, reward quality in the distribution of funds, and promote both excellence and fiscal viability.

Public Senior Institutions

In FY 1984, incentive-based budgeting replaced enrollment-driven formula funding for public senior colleges and universities, redirecting resources to nonsalary areas to preserve educa-

Figure 3. Comparison of Changes in the Higher Education Price Index (HEPI), the Consumer Price Index (CPI), and State* and County Appropriations for N.J. Public Institutions of Higher Education



*Original Net State Appropriations

tional quality and the system's long-term vitality. Beginning in FY 1986, operating budgets were determined, for the first time, by providing each institution with a "base" budget equivalent to the previous year's support (less items funded once) and additional funding for program priorities. The "above-base" increases were targeted for specific initiatives, such as furthering the institutions' plans for excellence or expanding service for underrepresented populations.

This methodology has protected the institutions from the decreased appropriations that declining enrollments would have brought under the old formulas, and actually has generated substantially increased state support per student. At the same time, since increases in above-base funding have been restricted almost exclusively to special projects, the institutions have had to reallocate within their base budgets to respond to dramatically changing demographic and curricular trends.

The Board of Higher Education's policies influence these difficult reallocation decisions. For instance, the Board has capped salary expenditures (at 73% of base budgets) to ensure support for nonsalary areas, such as libraries, equipment, and maintenance. A further impetus toward maintaining facilities is the Board's 10% limitation on the amount institutions can reallocate from their physical plant budgets for other activities.

Community Colleges

Legislation enacted in 1981 shifted overall state funding for the community college sector from a capitation model (fixed dollar amounts per student) to one based primarily on the colleges' educational and general operating costs. This new funding mechanism has contributed significantly to the county colleges' fiscal health. In FY 1987 it brought them the second largest increase in the public sector over FY 1983, the last year of funding by the old model. Operating support rose 41% during the period, slightly less than the 45% increase enjoyed by the state colleges (Governor's challenge funding excluded).

Also as a result of the legislation, state appropriations now are allocated to the colleges under a formula that includes two types of support, differential and categorical. Differential funding recognizes differences in program costs, particularly in the areas of technological and health education and basic skills remediation, and provides varying support per credit hour of enrollment for these types of courses. Categorical funding promotes continuing program development and provides basic institutional support, irrespective of costs, allocated by an enrollment-driven formula.

The Governor's challenge to the community colleges (see pages 11 -12) continued in FY 1987 a type of special categorical funding introduced the previous year. A second new type of categorical aid (also in its second year) went to the Southern CIM Center (page 14). This funding mechanism provides resources for special regional programs of statewide significance for the high costs of operating and equipping the facilities.

Independent Institutions

The Independent College and University Assistance Act (ICUAA) of July 1979 revised funding policy for the state's 16 independent institutions with a public mission. The act bases state support for the sector on both enrollment in the independent colleges and per-student state aid to the state colleges. Funds are allocated to each college based primarily upon its enrollment of New Jersey residents and of state financial aid recipients.

The ICUAA recognizes the contribution of New Jersey's independent colleges and universities and reflects the Board's commitment to a diverse system of higher education. Fiscal constraints, however, thwarted the Board and Department's intentions for full funding of the Aid Act, and the proportions funded declined from 84% in FY 1981 to 72% in FY 1984. This downward trend was reversed in FY 1985 and support has increased steadily since. An $18.1 million appropriation in FY 1987 represented 94% of full funding.

The independent institutions receive substantial amounts of other state aid, in addition to ICUAA funding. Total direct aid in FY 1987 was $28.1 million, comprised of aid to schools of professional nursing; funding through grant programs, scholarly chairs, and EOF program support services, as well as ICUAA; and support for the Fairleigh Dickinson University School of Dentistry. In addition to this direct aid, the colleges received $22.7 million in indirect aid from the state, in the form of financial assistance under EOF, TAG, GSS, and other state student aid programs. The total of nearly $51 million accounted for 13% of the educational and general (E&G) expenditures in the sector. Percentages for individual institutions ranged from 1.3% to 39%.

FACULTY

Tenure Rates/Distributions by Rank

As New Jersey's system of higher education grew, the number of faculty serving the expanded system also grew. However, tenure awards and promotions to the upper ranks stabilized the overall size of the faculty despite the enrollment declines of recent years, producing a heavily tenured, "top-heavy" faculty. For example, in the last 10 years, the statewide percentage of faculty holding tenure has risen from 64% to 68%. (See Table 19 in Appendix A.) In the state and community college sectors, the rates are about 80%. Ten years ago, senior faculty were just one-half of the total; now they are 62%.

Enrollment declines thus have ended the inter-institutional mobility previously enjoyed by faculty. This, combined with high rates of tenured faculty, has seriously limited institutional flexibility.

Early Retirement Incentive Program

Limited hiring of new faculty impedes the institutions' capacity to respond to shifts in student programmatic interest and labor market demands. Fiscal constraints on creating new faculty lines and a relatively high mandatory retirement age also restrict institutional flexibility in this regard. Specifically, institutions find it difficult to build new or enhance existing programs, and to enrich their programs with the vitality of new, young Ph.D.'s. Moreover, realizing affirmative action goals is impeded, since potential women and minority faculty are found largely among this group. In addition, a heavily tenured, older faculty carries higher salary costs for the institutions.

Spring 1987 legislation established an early retirement incentive program for tenured faculty. This statute, unique in the nation, empowers individual boards of trustees (both public and independent) to fashion programs to meet their institutions' particular needs. (Public colleges, except community colleges with pre-existing programs, must develop theirs in accordance with statutory provisions regarding retirement ages and salary incentives.) The law also allows institutions to exclude from eligibility faculty in certain degree programs, if sound educational policy warrants. It appropriates $3 million (up to $10,000 per faculty member per year) to support replacements in 1987-88 for faculty retiring under the program.

The legislation requires institutions wishing to participate in the program to obtain Board of Higher Education approval of their program plans. All 11 public senior institutions, 14 county colleges, and four independent institutions submitted and had plans approved.

These 29 institutions accepted 480 applications for retirement under their respective programs (222 for June 30, 1987 retirement, and 258 for June 30, 1988). In some instances, the institutions will enjoy a major reduction in tenure levels as a result of the retirements. New hiring will occur primarily in high enrollment programs or new areas of study; many positions will be held in reserve. The public senior institutions are the major participants in the program, accounting for about 80% of scheduled retirements. Their plans feature increased promotional opportunities and recruitment of new senior faculty. (Plans for the 1988 retirements are not final, since these faculty may withdraw their applications before the effective date.)

The institutions will report annually for the next three years on their use of the lines made available by this program, for the Board of Higher Education to assess the program's contribution to improving institutional and programmatic flexibility.

STATE COLLEGE AUTONOMY

Transition Schedule and Team

On July 9, 1986, Governor Kean signed legislation (P.L. 1986, c.42) granting the state colleges operational autonomy similar to that enjoyed by New Jersey's other public senior institutions. The legislation requires the Board of Higher Education to oversee a process that would ensure the state colleges' successful transition to full autonomy (by July 1, 1989). The Governor also signed the state college contracts law (P.L. 1986, c.43), transferring administrative authority for purchasing functions previously performed by the state purchasing bureau.

The Board of Higher Education in July 1986 adopted a working schedule for the transition, and authorized the Chancellor to appoint a team to oversee it and to facilitate its implementation. (The team is comprised of Department staff and

state college personnel. See Appendix B.) The working schedule called for a three-phase transition to delegate to the colleges authority for different sets of functions/operations. The transition team, in consultation with state college vice presidents for administration and finance, developed an approval process for the Board of Higher Education to transfer the functions. In addition, the team and institutional staff have been working extensively with other state agencies to help ensure orderly transition to campus-level responsibility for agency activities.

Approval Process

The formal transition approval process required each state college to develop policies and procedures for designated functions, tailored to its particular needs. (Appropriate certified consultants were to assist if required.) In addition, consultants had to certify, to the presidents and boards of trustees of the college, that the procedures would implement the policies, and that both met tests for internal control and audit trail and were consistent with various standards and with New Jersey statutes and regulations. The transition team reviews the college's process and certifies it to the Chancellor and to the Board of Higher Education, which authorizes transfer of the function.

Phase I (purchasing, travel, and internal auditing functions) was completed in April 1987. Most of Phase II (accounting, cash and revenue management, and disbursing functions, as well as policies for institutional borrowing) also was accomplished during FY 1987. (Work continues on the rest of Phase II, and on the third and final phase, transferring the payroll system and insurance functions.)

OVERALL ACADEMIC HEALTH

Strong, continually enhanced and revitalized curricula taught by highly qualified faculty to an able and motivated student body mark an academically healthy system of higher education. Policies and programs of the Board and Department of Higher Education foster such a system. At the same time, the quality improvements that the colleges have effected in recent years set the stage for less state monitoring and greater cooperative planning to stimulate further systemwide advances.

Faculty/Curriculum Development

The Department cooperated extensively with the institutions during 1986–87 on faculty and curriculum development. A series of conferences and workshops covered a wide range of topics: graduate teacher preparation, writing assessment, use of technology (for example, interactive videodiscs) and its applications in education, and grantsmanship.

The Department also funded several major projects. The Bilingual Court Interpreter Education project at Montclair State College, for example, will develop a model curriculum and materials for translation and interpretation programs that will be staffed by educators trained at an intensive summer institute. The "gender perspectives" project (see page 12) will help educators develop new undergraduate curricula through a conference and a summer institute. At the Department's annual curriculum enhancement conferences (this year in music, biology, history, and psychology), state college faculty explored cutting-edge issues in their disciplines to help them introduce curricular changes on their home campuses.

The education component of the Department-funded Intercampus Telecommunications Network project (see page 12) seeks to educate faculty and staff through a variety of activities and projects, including an electronic newsletter, seminars, a conference, and a half-hour television show on New Jersey Network.

In addition to these activities, the Department is actively exploring possible initiatives to improve collegiate teaching and learning, a direct outgrowth of comments and suggestions generated by last year's (1985–86) faculty dialogues. Also anticipated is a better-coordinated program of conferences and workshops, as well as a plan for long-term expansion of faculty development and curriculum enhancement activities.

Grant Programs

The Department's grant programs, designed to foster academic excellence in all disciplines, were instituted in 1983–84 with three competitive grant programs. An expanded roster of programs (eight in 1986–87) includes three in science and technology, and three in the humanities. The seventh, originally a special project of the Department, serves learning disabled students. The eighth, the Fund for the Improvement of Collegiate Education (FICE), funded its last

round of new grants in 1986–87. (FY 1987 marked the third and final year that $2.0 million in funds were available from the New Jersey Higher Education Assistance Authority for the FICE program. In FY 1988, a new grant program to improve student retention rates, especially among minorities, will begin. See page 14.) All the grant programs stress undergraduate education.

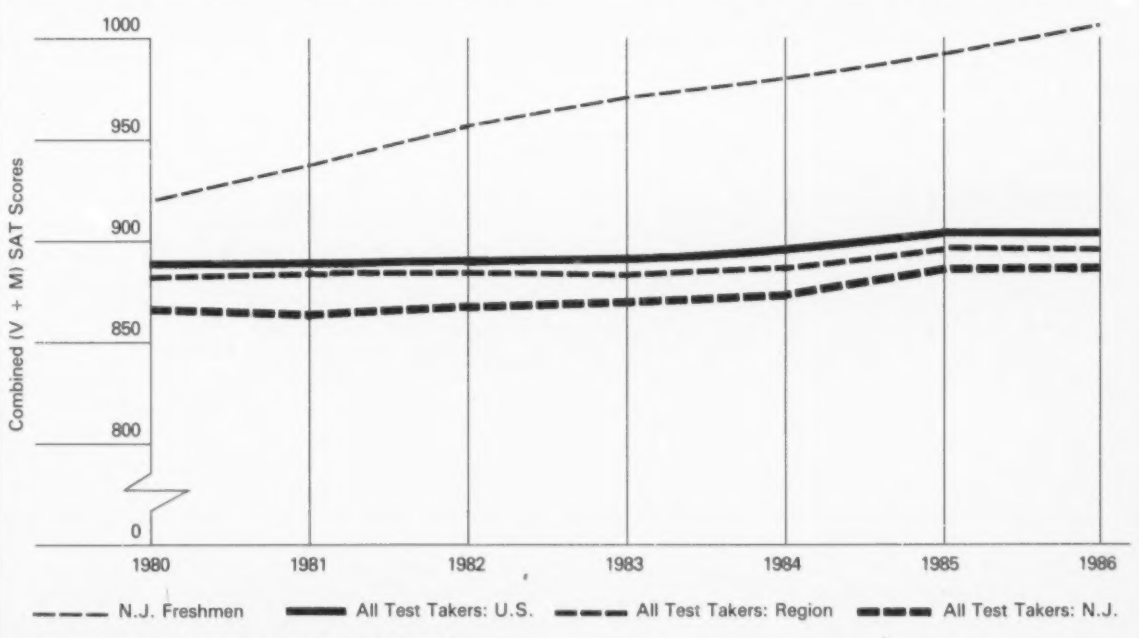
The programs distributed $12 million in 1986–87 to institutions in all sectors of New Jersey higher education, bringing to nearly $40 million the total since their inception. FY 1987 funds supported 263 projects, slightly less than half (47%) at public senior institutions, one-fifth (20%) at community colleges, and one-third (33%) at independent colleges. (See Table 2 in Appendix A.)

To ensure objectivity in awarding the grants, panels of out-of-state consultants – expert and experienced in higher education institutions similar to New Jersey's – review the proposals. The 1986–87 winners were culled from 748 preliminary proposals totalling $54 million. During the past three years of the grant programs' operation, 9,249 proposals totalling more than $146 million have been submitted; 721 have been funded. Funded proposals in FY 1987 included such diverse projects as "Development of a Course on the Anthropology of War," "Science and Mathematics Enrichment for the Disabled," "Computer-Assisted Writing Laboratory," "Public Project for the Bicentennial of the Constitution," "Enhancing Spanish Instruction Through Video Presentation," and "Women and the Fine Arts: Historical and Cultural Overview."

Academic Index

The Board of Higher Education supports colleges' efforts to recruit and retain an increasingly well-qualified student body. The academic index (AI), for example, recommended in the Board's statewide plan, measures prior academic performance of students at the public senior colleges and universities. Each institution's index combines average scholastic aptitude test (SAT) scores and high school class ranks of its regularly admitted freshmen. Data for the sixth year of implementation (fall 1986) show that, consistent with the policy, AIs exceed institutional baselines, which are averages of 1978–1980. Moreover, at most institutions, it has risen steadily since the policy was instituted five years ago (see Table 6 in Appendix A).

Figure 4. N.J. Public Senior Colleges and Universities: Comparison of SAT Scores for Test Takers and Enrolled Freshmen*



*Regularly admitted, full-time first-time freshmen, fall of each year.

THE FOUNDATIONS OF EXCELLENCE

INTRODUCTION

Excellence in New Jersey's system of higher education is a fundamental commitment of the Board and Department of Higher Education, whose regular efforts maintain and improve quality throughout the system. In addition, competitive funding mechanisms both stimulate and reward excellence at the institutions. The extraordinary stimulus of the Governor's challenge, moreover, is launching New Jersey's colleges and universities into the ranks of the best institutions of their kind in the nation.

THE GOVERNOR'S CHALLENGES

Rutgers, The State University

A $14.0 million appropriation in FY 1987 supported the challenge to Rutgers. The university broadened its base of "world class" scholars during the year by appointing senior faculty in plant molecular biology, ceramics, chemical biology, computer science, mathematics, mechanics and materials science, music, and neuroscience. (This adds to senior faculty appointments last year in five other fields.) In addition, the Henry Rutgers Research Fellowship has helped the university recruit 60 promising junior faculty who, in less than two years, have written 232 publications, including 14 books. Further, the university attracted 700 externally funded research awards (up 16% over the previous year), marking a record high in all categories of support. Moreover, Rutgers garnered $2.8 million in corporate contributions from 88 corporate members participating in its high technology research centers and institutes.

The university's enhanced reputation is attracting more applications for admission and more highly qualified applicants, both undergraduate and graduate. The mean SAT score for regularly admitted freshmen has increased 61 points since 1981; mean GRE scores of applicants to graduate programs also have risen. At the same time, the university reversed its minority enrollment decline through vigorous post-admissions recruitment and academic support programs. Between fall 1985 and fall 1986, blacks and Hispanics increased as a proportion of all full-time first-time freshmen, as well as among those enrolled through the Educational Opportunity Fund. Moreover, first-year retention rates (between fall 1984 and 1985) increased for both black and Hispanic freshmen.

Finally, a $338 million Fund for Distinction, the largest capital construction program in Rutgers' history, will finance nine new science institutes and over 45 academic and student life facilities. The university this past year began construction of a chemical biology addition to the College of Pharmacy, and broke ground for two advanced technology centers (which are supported also by the Jobs, Science and Technology Bond Act; see page 13).

New Jersey Institute of Technology (NJIT)

With nearly $6 million in FY 1987 challenge funding, NJIT progressed significantly in the second year of its response to the Governor's challenge. Recruitment of senior faculty accelerated with the appointment of a Dean of the Newark College of Engineering, chairpersons in computer and information science and in mathematics, a director of the Computer Integrated Manufacturing (CIM) Center and Manufacturing Extension Center, and a director of the Center for Hazardous and Toxic Substance Management (designated a national research center by the National Science Foundation). NJIT also successfully recruited active research scientists to occupy state-sponsored faculty chairs in microelectronics, biotechnology, manufacturing/productivity, and computer science. In addition, the institute filled faculty chairs in optoelectronics and solid state circuits and in manufacturing engineering, the first to be funded by the Foundation at the New Jersey Institute of Technology. (The foundation promotes research and raises funds in support of the Governor's challenge to the institute.) In addition to the chair holders, 12 junior faculty members in areas important to NJIT's mission were appointed.

Graduate enrollment continued to increase – reaching 23% of total enrollment in fall 1986, just below the 1990 target of 25%. NJIT's plan for a computer-intensive campus environment progressed with the addition of a new 50-station networked computer laboratory (bringing the total to three), and the completion of the backbone of the campuswide fiber-optics-based computer network, as well as microcomputers for every incoming freshman (as in 1985). Finally, NJIT improved substantially the academic profile of

its regularly admitted students while maintaining its strong record of access for minority students and services to Newark's public school students.

State Colleges

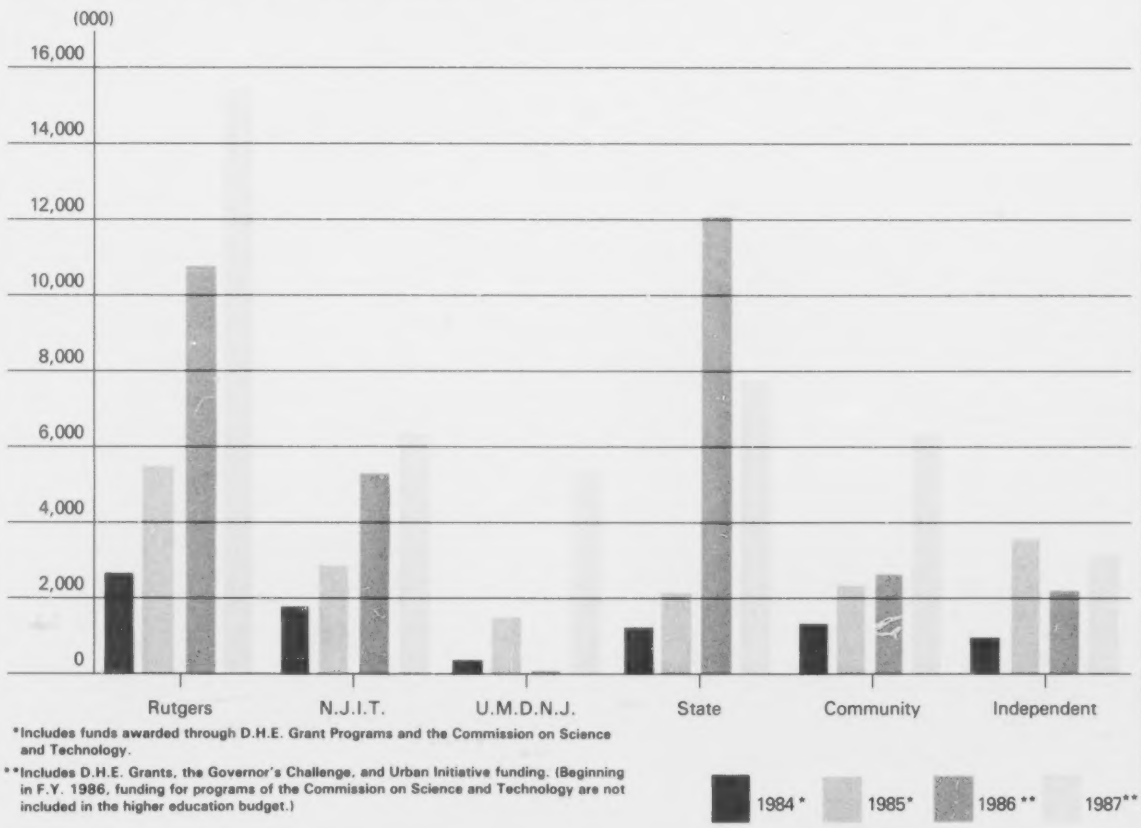
The final rounds of Governor's Challenge competition occurred during 1986–87. In July 1986, drawing on the expertise of the same consultant team praised last year by the Distinguished Review Panel (see Appendix B), Chancellor Hollander recommended and the Board of Higher Education approved challenge grants to Ramapo College of New Jersey, and Montclair, Thomas A. Edison, and Trenton State Colleges.

Ramapo College was awarded $3.4 million to enhance the "global and multicultural literacy" of its student body through a new orientation of the college's environment, both curricular and extracurricular. In addition to developmental activities involving two-thirds of the faculty, the grant will support a state-of-the-art telecommunications center for sophisticated international teleconferencing as well as worldwide television reception in the dormitories.

Montclair's $5.7 million grant, to continue developing its center for distinction in the fine and performing arts, will bring to the college's instructional program renowned performing arts organizations, such as the New York Philharmonic Orchestra and the Alvin Ailey Dance Company. The grant also will establish a new Opera and Music Theatre Institute.

With a grant of $1.8 million, Edison will expand services to its clientele, the self-directed adult learner, through a new Computer Assisted Lifelong Learning (CALL) Network. Students anywhere in the world will be able to complete an Edison degree by using computers (in their homes, places of employment, or local libraries) for both coursework and advisement.

Figure 5. Special Initiative Funding to New Jersey Collegiate Sectors ($000)



*Includes funds awarded through D.H.E. Grant Programs and the Commission on Science and Technology.

**Includes D.H.E. Grants, the Governor's Challenge, and Urban Initiative funding. (Beginning in F.Y. 1986, funding for programs of the Commission on Science and Technology are not included in the higher education budget.)

Trenton State drew $2.9 million to continue its development as a highly selective college serving New Jersey's most talented high school graduates. The grant is geared not only to attracting more such students, but also to strengthening the curriculum to challenge them sufficiently.

In the final round of competition, the Board approved grants (in December 1986, pending passage of the FY 1988 budget) to Glassboro State College, William Paterson College of New Jersey, and Montclair State College. Glassboro's challenge is to liberalize its professional curricula; Paterson's, to produce a technologically trained workforce for the region; and Montclair's, to integrate critical thinking throughout the curriculum. After three rounds, only one state college did not qualify for a challenge grant; only one (Montclair) drew two.

The first two challenge grants – to Jersey City State College, to convert to a cooperative education-based curriculum, and to Kean College, to develop a comprehensive value-added assessment program and to infuse computers across its curriculum – completed their second year in 1986–87. Reports to the Chancellor showed both colleges continuing to advance their three-year excellence plans. Both engaged in major faculty and curriculum development efforts and acquired new instructional equipment. They also held conferences, featuring nationally recognized speakers, as forums for their projects. Jersey City's focused on its comprehensive campus- and curriculum-wide approach, convening practitioners from across the country. In addition, the college was able to offer full cooperative education scholarships to 25 "Corporate Scholars." Further, articulation agreements were negotiated with five community colleges to permit early transfer of associate degree holders.

The Kean College conference informed faculty and administrators about the college's evolving model for outcomes assessment and about similar programs in other states. For the computer integrated curriculum aspect of its challenge, Kean's faculty and professional staff were trained during the year to develop their knowledge and competence in using computers for instructional and administrative purposes.

During 1986–87, the Distinguished Review Panel for the first year of the challenge, led by former U.S. Education Secretary Terrel Bell, assessed how well the process was accomplishing the goals of the challenge. They concluded that the Governor's program was off to a superb start, with the hard work of implementation ahead for the colleges, saying:

New Jersey's state colleges are positioned to become leaders among AASCU (American Association of State Colleges and Universities) institutions. Their challenge programs are exciting and hold the promise for creating the conditions for institutional excellence. The high school graduates in the Garden State have more reason than ever before to stay in the state for their higher education. With excellent programs to offer, the colleges should be able to attract students from across the state and nation.

University of Medicine and Dentistry of New Jersey (UMDNJ)

In his 1986 *State-of-the-State Address*, Governor Kean challenged UMDNJ to join the ranks of the nation's top 25 health sciences universities by the year 2000; he then recommended $4.8 million in new FY 1987 funding for the university to begin achieving this objective. The legislature approved these funds, with which UMDNJ has recruited nationally prominent scientists to chair several basic science and clinical departments at New Jersey Medical School and Robert Wood Johnson Medical School (the new name of the Rutgers Medical School effective July 1, 1986). In addition, the funds have supported further development of clinical centers of excellence in the study and treatment of liver and heart disease and cancer. Further, the university began working with the Department of Higher Education during 1986–87 to develop measures to assess its progress in achieving the Governor's challenge.

Community Colleges

A $3.5 million appropriation in 1986–87 supported the first year of Governor Kean's challenge to the community colleges "to develop and implement innovative programs fostering educational excellence." Thirteen colleges competed for grants with proposals addressing minority student recruitment and retention (including basic skills remediation), technology education (including linkages with business and industry), and cooperation with secondary schools. Six requested planning grants to enable them to compete in the next round.

As with the state college challenge, a team of experts reviewed the proposals and recommended awards for the best, won in 1986–87 by Brookdale Community College, Mercer County Com-

munity College, and Union County College. Brookdale garnered a $1.1 million grant for an early intervention program (beginning in middle-school grades) to enhance minority students' motivation and achievement, and for a program with local high schools to prepare students for postsecondary education and careers in advanced technologies. Mercer's proposal, which drew a $1.2 million award, features career assessment, remedial education, and employment and re-entry training. Access to these services will enable minorities, nontraditional students, and adults to take advantage of the opportunities and benefits of higher education. A $1.2 million grant to Union will support alliances with urban high schools, businesses, and industries in its community. These linkages will provide access to educational experiences at the college for moderate-achieving minority students and high-risk high school students, and education and training for under-employed and unemployed minority residents.

In May 1987, the Department received 13 applications for FY 1988 challenge grant funding. (The review panel brought its recommendations for funding to the Chancellor in July 1987.) The FY 1988 Request for Proposals benefited from the comments and suggestions of county college presidents, the FY 1987 review panel, and an oversight committee (see Appendix B) which in February 1987 had delivered an assessment of the county college challenge grant program. The committee encouraged greater interinstitutional collaboration, endorsed the priorities of the program, and found it a good mechanism for stimulating the colleges' involvement in the state's economic development.

DEPARTMENTAL GRANT PROGRAMS

The DHE Grant Programs (see page 7) have sponsored a variety of special activities, supplementing the systemwide excellence initiative by addressing more narrowly defined issues. One is the "Business/Humanities Project," which will strengthen the relationship between career development and collegiate programs, and increase communication and cooperation between the business and education communities in New Jersey. Another special grant supported the "Statewide Plan to Integrate Gender Perspectives into the Higher Education Curriculum," which seeks to increase awareness of gender and other perspectives often overlooked in college curricula, such as ethnicity, and to establish curriculum resource centers at several sites around the state.

A special project launched with a DHE grants-supported feasibility study in 1985–86, the Intercampus Telecommunications Network (ITN) project, progressed in its planning in 1986–87. ITN, envisioned as a fully integrated voice, data, and video communications network linking all New Jersey colleges and universities, will provide unprecedented access to the opportunities afforded by telecommunications technology. During the year, a steering committee worked with 150 volunteers, representing every sector of New Jersey higher education as well as government and not-for-profit telecommunications entities, to further develop and implement the project.

The project advanced significantly through the efforts of three task forces, an assessment team, an ad hoc management group, and a presidential advisory committee drawn from the volunteers. For example, the task force on educational activities developed a variety of mechanisms to inform faculty and administrators about networking applications. In addition, a technical task force collected data on the extant base of computing and telecommunications resources at the institutions for use in developing the technical design of the network.

JOBS, SCIENCE AND TECHNOLOGY BOND ACT

Overview

The 1984 Jobs, Science and Technology Bond Act approved $90 million for capital projects to strengthen New Jersey higher education in two areas of high technology development—research and education/training. To advance this dual purpose, the act specifies $57 million for a network of cooperative academic-industrial research centers in fields in which New Jersey has strength or potential, and $33 million for undergraduate occupational and professional degree programs in scientific, technical, and engineering-related fields. The Commission on

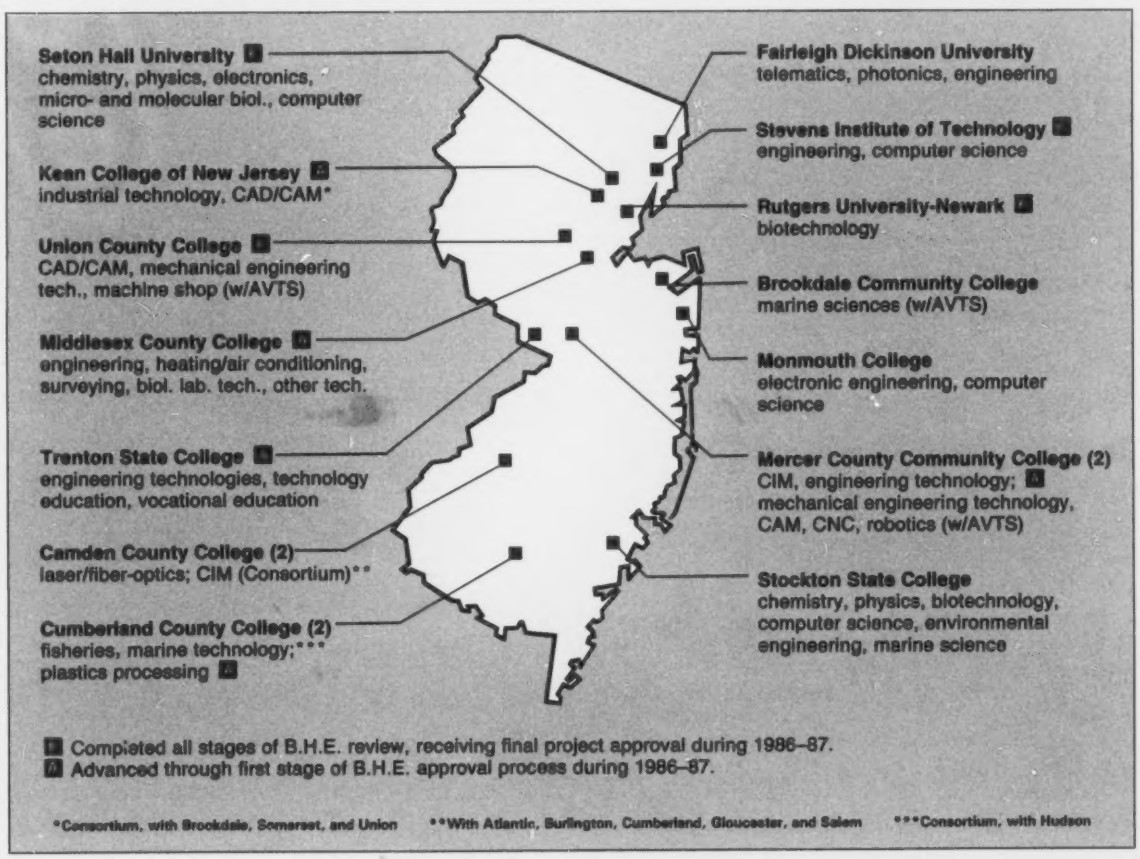
Science and Technology administers the research programs, at advanced technology centers (ATCs), and the Board of Higher Education, the collegiate educational programs. 1986–87 saw groundbreaking ceremonies for three ATCs – the Advanced Technology Center for Hazardous and Toxic Substance Management at NJIT, the core facility of the New Jersey Center for Advanced Biotechnology and Medicine (CABM) at the adjoining Piscataway campuses of UMDNJ and Rutgers, and the Center for Ceramics Research, also at Rutgers. (Two others are expected to break ground during 1987–88.)

Status of Educational Portion-Funded Projects

The legislation designated $23 million of the educational portion to be distributed competitively for instructional programs, and $10 million for specified capital projects. A rigorous competitive review (during 1985–86) winnowed 41 proposals totalling $88 million. The 17 highest-rated were selected to share the $23 million (public senior, independent, and community college sectors equally). The Board of Higher Education in July 1986 approved for further development this statewide network of quality educational programs (Figure 2).

Nine projects advanced in 1986–87 in accordance with a multistage review process established by the Department before the competition began. Four of the nine (at Stevens Institute of Technology, Seton Hall University, Rutgers University at Newark, and Union County College) completed the process and received final approval from the Board of Higher Education; work at these institutions is already underway. (The eight other projects are expected to advance in FY 1988.)

Figure 6. Statewide Distribution of Projects Recommended for Funding Under the Jobs, Science and Technology Bond Act


Seton Hall University
chemistry, physics, electronics, micro- and molecular biol., computer science
Kean College of New Jersey
industrial technology, CAD/CAM*
Union County College
CAD/CAM, mechanical engineering tech., machine shop (w/AVTS)
Middlesex County College
engineering, heating/air conditioning, surveying, biol. lab. tech., other tech.
Trenton State College
engineering technologies, technology education, vocational education
Camden County College (2)
laser/fiber-optics; CIM (Consortium)**
Cumberland County College (2)
fisheries, marine technology;***
plastics processing
Fairleigh Dickinson University
telematics, photonics, engineering
Stevens Institute of Technology
engineering, computer science
Rutgers University-Newark
biotechnology
Brookdale Community College
marine sciences (w/AVTS)
Monmouth College
electronic engineering, computer science
Mercer County Community College (2)
CIM, engineering technology;
mechanical engineering technology, CAM, CNC, robotics (w/AVTS)
Stockton State College
chemistry, physics, biotechnology, computer science, environmental engineering, marine science
Completed all stages of B.H.E. review, receiving final project approval during 1986–87.
Advanced through first stage of B.H.E. approval process during 1986–87.
*Consortium, with Brookdale, Somerset, and Union
**With Atlantic, Burlington, Cumberland, Gloucester, and Salem
***Consortium, with Hudson

The capital projects specified in the legislation included a Technology Education Center at Burlington County College and the Southern New Jersey Computer Integrated Manufacturing (CIM) Center at Camden County College, these two to share at least $7 million in bond act support. The rest of the $10 million was earmarked by the Department for a CIM center to serve the northern and central parts of the state. During 1986–87 the Board of Higher Education approved plans for instructional programs and facilities at the Northern/Central New Jersey CIM Center. The center, located at NJIT, is comprised of 12 county colleges with the institute as the lead institution. In addition to undergraduate instruction, it stresses graduate-level instruction and research in electronics, computer science, hydraulics, pneumatics and mechanical systems, as well as in robotics, microcomputers, and computer aided drafting and manufacturing. Development of the Southern CIM Center continued in 1986–87 with final Board of Higher Education approval to begin construction. The Burlington Technical Center progressed during the year with approval and funding to acquire land for the center.

IMPROVING UNDERGRADUATE EDUCATION

The Department's grant programs (page 7), the various faculty and curriculum development efforts (page 7), and the Jobs, Science and Technology Bond Act (discussed above) express the commitment of the Board and Department to improving collegiate instruction and undergraduate education in New Jersey. In addition, the Board has launched a major initiative to address a problem which threatens other efforts and accomplishments in this regard.

Retention Initiative

After examining student retention data, the Board of Higher Education concluded that high rates of attrition at many New Jersey colleges were undermining the full promise of higher education. At its October 1986 meeting, the Board launched a major initiative to increase student retention and graduation rates, adopting a seven-point agenda that included a call for each public and independent institution to report retention data annually to the Department, to conduct research on factors affecting attrition and retention on its campus, and to develop a three-year retention improvement plan, to be updated annually (with initial submission in May 1987). In addition, the Board established a presidential task force to recommend to the Chancellor appropriate retention goals for the variety of institutions in the state, and proposed the Retention Initiative Grant Program (to begin in FY 1988). The Board further required annual evaluation and reporting to the Chancellor on retention efforts of institutions seeking state funding for those efforts.

The Board's action spurred a major mobilization effort to meet its data collection and planning requirements. The presidential task force on goals recommended that each institution set goals based on either the retention and graduation rates of similar institutions (as identified in the "National Drop-Out Study") or on a sample developed by the institution or another of similar mission. The Chancellor disseminated the task force's report to the colleges and universities to use in developing their three-year plans. The Department provided technical assistance for the colleges' retention efforts by sponsoring two conferences, at which faculty from each institution's retention planning committee participated in a workshop format with four nationally known retention experts.

A request for proposals for the new grant program was released in March 1987 (the first awards set for fall 1987). This competitive program intends comprehensive institutional change – to improve retention rates, to strengthen academic performance, to improve the quality of student life, and to increase graduation rates. It seeks campuswide improvement – in the learning environment, the sense of campus community, student involvement in curricular and co-curricular pursuits, and faculty participation in student development – through innovative approaches, not just expanded traditional services. Since studies indicate the greatest attrition is in the first year, grant requests were to focus on that period.

The new program fills a void left by the Fund for the Improvement of Collegiate Education (FICE), discontinued because of diminished reserves of the Higher Education Assistance Authority, which had funded it. In its final year (FY 1987), FICE funded 13 grants whose primary purpose was to improve retention and graduation rates; seven others had this as a secondary emphasis.

EQUITY/ACCESS

INTRODUCTION

Equal educational opportunity is more than a commitment of the Board and Department of Higher Education. It animates every aspect of their mission; fundamental is the belief that true opportunity for all New Jersey citizens predicates educational excellence and institutional viability. Specific objectives in the area of access are realized through an array of initiatives and programs.

TRANSFER ADVISORY BOARD

At its November 1986 meeting, the Board of Higher Education launched an effort to promote articulation between the public two- and four-year colleges. The Board created a Transfer Advisory Board (TAB) to recommend resolutions of individual transfer problems, as well as to address the broad issues of county college-state college transfer articulation. (TAB membership appears in Appendix B.) Any county college transfer student or any institution experiencing specific transfer credit problems may raise concerns with the TAB.

The Board also mandated a study by an external consultant to examine existing transfer articulation processes in New Jersey, identify exemplary models across the country, and address the advisability of a Board of Higher Education policy on county college transfers to Rutgers and NJIT.

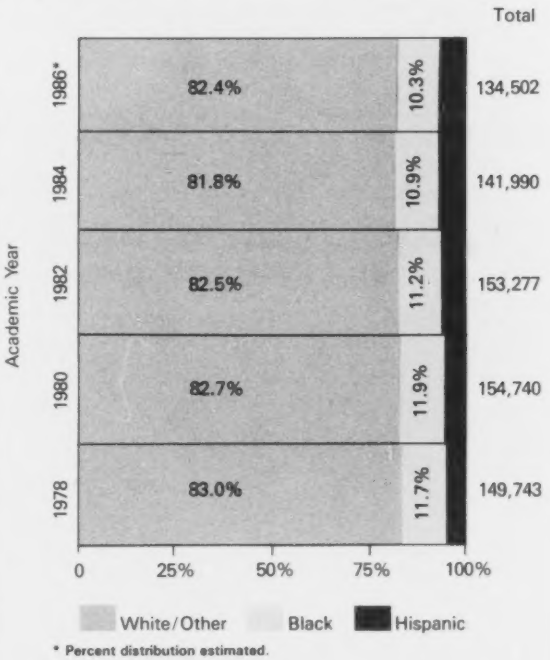
MINORITY ENROLLMENT INITIATIVES

Strategic Plans

During 1986–87, the state's 31 public colleges and universities developed preliminary strategic plans to address minority student enrollment within the context of their institutional missions. The plans, required by the Board as part of a comprehensive statewide initiative, were submitted to the Department and reviewed by six outside consultants (see Appendix B) expert in developing and implementing programs to attract and retain minority students. The consultants commended the institutions for the good starts they had made and provided specific recommendations for each to strengthen its plan.

The panel also described in general the most important features of any institutional minority recruitment and retention plan: measurable goals tied to activities and timelines; a good data base and a clear relationship with the goals and activities; trustee approval, presidential leadership, administrative support, and faculty involvement; a campus environment and institutional climate perceived as hospitable by minority students and staff; vigorous efforts to hire more minorities; high school/middle school outreach, pre-college activities, summer orientation, and freshman year activities; information and recruitment activities aimed at parents; recruitment goals/activities tailored to specific minority populations and high school locations; early warning systems, monitoring, and assessment; efforts to involve employers and community agencies/organizations extensively; sufficient institutional financial resources; and

Figure 7. Black, Hispanic, and White/Other Full-Time Undergraduate Enrollment in N.J. Colleges and Universities



* Percent distribution estimated.

formative and summative evaluations of both recruitment and retention efforts overall. Final plans that integrate the consultants' comments are to be submitted to the Chancellor in September 1987.

Pre-College Academic Programs

The Department's Pre-College Academic Program addresses the need to increase the enrollment of minorities in New Jersey colleges and universities by enhancing their academic preparation in junior and senior high school. In 1986–87 it supported 13 pre-college projects at urban colleges around the state. Over 1,300 minority and disadvantaged students were served directly, through four large grants to institutions in Camden, Newark, and Trenton, and nine smaller awards for pilot programs in other urban areas.

These projects foster academic achievement and strengthen disadvantaged students' college aspirations, through basic skills and other academic instruction and through contact with minority faculty. The programs also motivate and prepare the students for high technology careers, where minorities have been underrepresented, by encouraging math and science study.

All program sites offer academic enrichment, varying in both range and scope of services. The most common features are: four- to six-week academic summer programs, academic year Saturday and after-school programs, individual and group counseling, and career orientation, as well as cultural awareness, speakers/role models, physical fitness, and field trips.

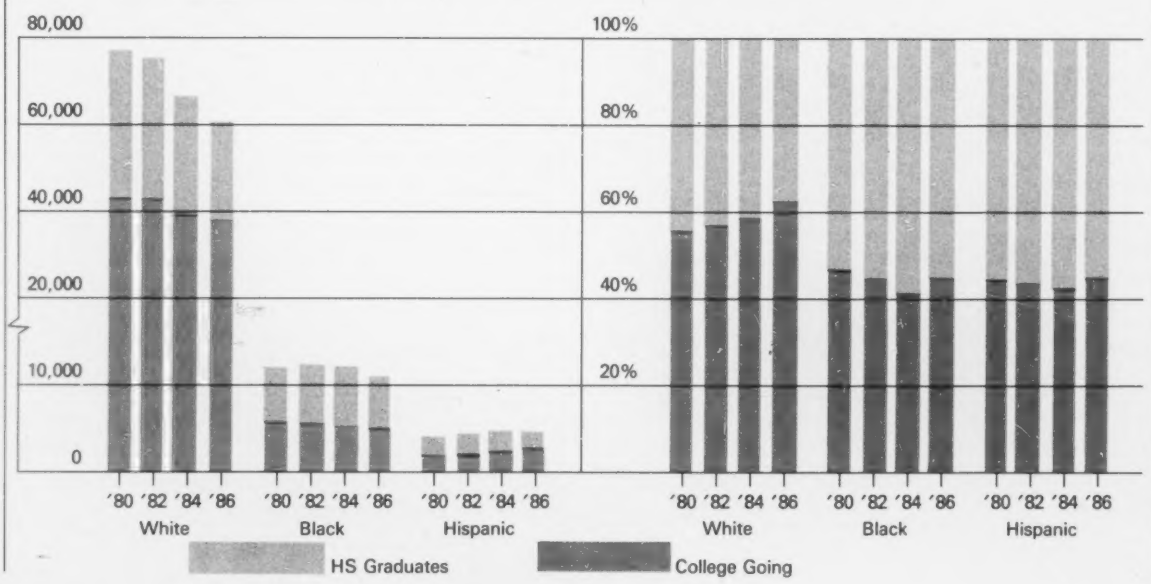
Twelve programs were rated from very good to excellent by outside evaluators, who found that active student engagement and dynamic feedback highlighted effective programs. (One program experienced difficulty and is being restructured for 1987–88. The others will be expanded, with enrollment anticipated at over 1,600 students.)

Educational Opportunity Fund (EOF) Freshman Policy

The state's public colleges and universities were to be enrolling, by fall 1985, at least 10% of their New Jersey freshmen through the EOF program. (Independent institutions were encouraged to pursue the same goal.) Fifteen public institutions, having failed to effect the policy, were placed on probation in 1986–87, drawing program budget sanctions (smaller increases than would have occurred ordinarily). They also had to submit compliance plans, as did the seven independent institutions falling short of the goal.

Fall 1986 saw reduced to nine the number of public institutions below the 10% EOF freshman

Figure 8. College-Going Rates of White, Black and Hispanic N.J. Public High School Graduates



goal. In addition, one more independent institution reached 10%, and several others demonstrated significant commitment to and progress toward achieving the goal. In April 1987, the EOF Board of Directors commended all the institutions fulfilling this important access policy and removed from probation those that had been censured but now met the goal; continued probation for the New Brunswick colleges of Rutgers University for lack of progress (except Cook College, which showed considerable improvement under a particularly promising four-year plan to achieve the goal); approved revised goals for the County College of Morris and Somerset County College (which had petitioned for new goals based on their counties' demographics); and warned Camden County College for falling below 10% after historically exceeding the goal. (See Tables 16 through 18 in Appendix A. Table 15 presents data on a companion policy to promote access for nontraditional students, that of the public senior institutions' admitting 15% of new freshmen under special admissions programs.)

EOF Initiatives for Recruitment and Retention

A wide range of support programs – including special summer programs, high school articulation programs, and targeted instructional efforts – is available for high-risk students through EOF. The Mathematics Immersion Program, the NJIT Winter Intersession, the Cook College Initiative, the Mathematics and Computer Science Institute, and various pre-professional career programs are examples.

The Mathematics Immersion Program (MIP), co-sponsored with Stevens Institute of Technology, provides intensive mathematics instruction, computer training, speakers, and corporate tours to encourage students' pursuing and remaining in math/science and technology majors. The program's second, three-week session (in summer 1986) served 32 EOF sophomores and juniors representing all institutional sectors and a variety of majors. Their progress and post-test performance made them eligible to enroll in pre-calculus, calculus, and certain computer programming courses at their institutions the following academic year.

The NJIT Intersession focuses on improving freshman performance and persistence, with a highly structured, intensive two-week program between the fall and spring semesters. The program targets students whose fall academic performance in certain courses was marginal, to help prepare them better for the courses' spring segments.

The EOF program at Cook College is developing an extended, 42-week freshman program modeled after Project SOAR (at Xavier University in Louisiana.) One of the current program's three segments is Solid Groundwork in Math and Science (Solid GIMS). For students who have completed freshman year, it stresses developing their analytical reasoning skills, reinforced through college science courses. ("Solid GIMS" is the foundation for the planned extended freshman year, due to begin in 1988–89.)

The Mathematics and Computer Science Institute at Trenton State College, in its second year, enrolled 20 high school seniors (from Mercer and Burlington Counties) in a five-week, summer residential program. Courses covered probability, problem solving, and using FORTRAN to apply mathematical concepts. During senior year, participants returned for 14 Saturday sessions, which included SAT preparation and an overview of more advanced mathematics and computer science concepts.

Seton Hall University's Pre-Medical/Pre-Dental and Pre-Medical Programs and the Montclair State College Health Careers Program help disadvantaged and minority students prepare for professional careers. The programs feature summer internships.

SHEEO Task Force

New Jersey has also taken a leadership role nationally in promoting state-level action to address minority issues in higher education. In 1986, Chancellor Hollander chaired a task force on minority student achievement for the professional organization of State Higher Education Executive Officers (SHEEO). SHEEOs from 16 states served on the task force and, under his leadership, developed a major policy paper that was adopted unanimously by the organization's full membership at their annual meeting in July 1987. The task force report, which drew national attention, called for SHEEOs to take the initiative in making the achievement of minority students a preeminent priority for the higher education community in their respective states. It charged SHEEOs to develop and implement comprehensive and systematic plans of action based on documented state needs and broadly collaborative efforts. Specific recommendations included such imperatives as removing econo-

mic barriers to college attendance, increasing involvement with students (and their teachers and parents) in the pre-college years, and adopting measures to encourage and support commitment at the institutional level.

BASIC SKILLS

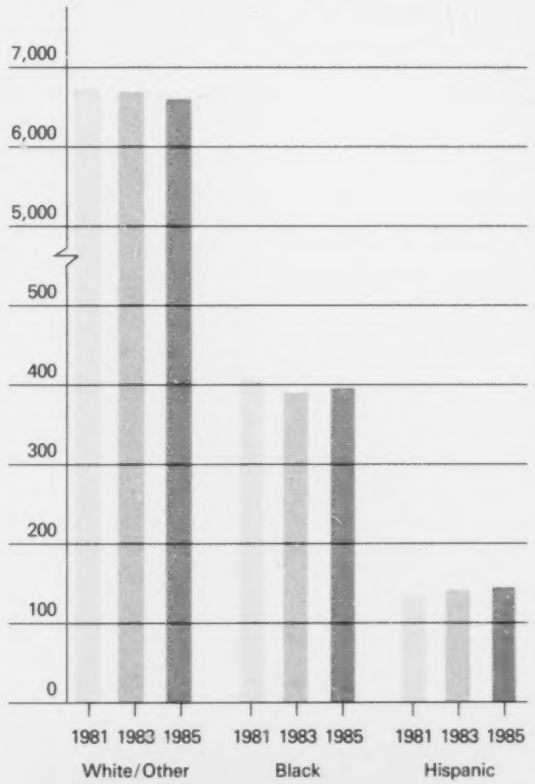
Testing and Placement

1988 will mark ten years since New Jersey colleges first administered the New Jersey College Basic Skills Placement (NJCBSPT) to identify educationally underprepared students. More than 500,000 entering students have been tested over the years at the state's public colleges and universities and voluntarily participating independent institutions. Sadly, the percentages of students entering without the requisite skills have not diminished. The most recent NJCBSPT data (fall 1986) indicate that, statewide, 33% lack proficiency in verbal skills, 47% in computation, and 60% in elementary algebra. Similar proportions have obtained each year since the testing program's inception. (Test results for 1986 high school graduates are not significantly different than for all students.) The colleges have made prodigious efforts in providing remediation for the thousands lacking proficiency in the basic skills. These efforts have reduced the possibility, for many students, that the "open door of higher education" will become a "revolving door," and in the process, New Jersey has developed a national reputation for one of the most effective systems of basic skills testing and remediation.

Pre-College Preparation

The Basic Skills Council's reports on NJCBSPT results each year have highlighted the need for students to use their high school years to prepare more effectively for college. Furthermore, the Joint Statewide Task Force on Pre-College Preparation recommended (in its 1984 report) a brochure for eighth-graders stressing the importance of their high school years and their choices of courses and programs. This year, the Basic Skills Assessment Program published "Futures" (based in part on a similar brochure prepared by the California Roundtable on Educational Opportunity) which emphasizes the good start that young people can get on "building their futures" by choosing high school programs that will keep open their options for higher education. English and Spanish versions have been published and distributed statewide. The New Jersey School Boards Association and the New Jersey School Counselors' Association have assisted in disseminating the brochure.

Figure 9. Full-Time Faculty at New Jersey Public Colleges and Universities, by Ethnicity



AFFIRMATIVE ACTION

Biennial Report on College Faculty/Staff

Since 1973 the Board of Higher Education has been publicly committed to system-wide implementation of affirmative action programs, looking to the institutional governing boards as the appropriate bodies to fulfill this commitment.

The public colleges and universities submit

affirmative action status reports biennially on all faculty and staff, the most recent of which (for the 1985–86 academic year) were received during 1986–87. Highlights included: progress for women, blacks, and Hispanics in absolute numbers and as a percentage of all executives and administrators; gains also in the professional category, over the long term (since 1977; more recently, however, progress has slowed for women and blacks, and reversed for Hispanics); fewer faculty, with attendant modest increases in the percentages of black, Hispanic, and women faculty; nevertheless, continued minimal representation of Hispanics on the faculties.

The colleges also report annually on newly hired faculty. The proportions of minorities and women among new faculty appointments in 1985–86 continued to exceed those in the total full-time faculty workforce: 11.7% compared with 7.6% for minorities, 46% compared with 33% for women. More minorities but fewer women than in the past were hired to teach business, the natural sciences, health, engineering/architecture, and computer science. The proportion of minorities newly hired in these disciplines rose from 43.5% in 1982 (the first year such data were collected) to 57.1% in 1985, while that of women decreased from 55.4% to 52%. Minority hiring in these high-demand fields is approaching the overall rate; about 62% of all faculty appointments each year are in these areas. Annual faculty turnover rates for minorities and women are higher than for whites and males (Hispanics, 6.8%; blacks, 6.6%; and women, 5.8%. The rate for whites/others is 4.8%, while the overall rate is 5.0%).

These findings prompted the Board's resolution that the Department act to recruit and retain on college faculties outstanding minorities and women. The Board recommended encouraging maximum effort at the research institutions to attract experienced minorities to senior faculty ranks; joining the public colleges and universities in support of an early retirement bill (see page 6) and encouraging them to hire minorities and women for the vacated positions; encouraging post-appointment mentoring systems for women and minority faculty, to provide support networks for those seeking tenure appointments; and funding projects to disseminate the results of successful institutional efforts in attracting minority faculty. The Board also recommended a five-year expansion plan for the Minority Academic Career program (see below) which would increase by more than one-half the projected participation supportable by current funding levels and begin to address the projected need for minority faculty in the 1990s.

Doctoral Program for Minorities

The Minority Academic Career (MAC) Program, in its second year in 1986–87, seeks to increase the presence of under-represented minorities on New Jersey college and university faculties by enlarging the pool of doctorally qualified minority candidates. A key program feature is sustained financial support during full-time doctoral study, through stipends and through opportunities for interest-free loans and loan redemption service. MAC supported 20 fellows in 1986–87, including eight from an earlier, pilot program (at Rutgers) and twelve new students; three are sponsored by state colleges. Their average age was 32. Eleven were black; eight were Hispanic; and one, Asian. They were pursuing degrees in the physical and life sciences, mathematics, the social sciences, and the humanities, at Drew, Fairleigh Dickinson, and Rutgers Universities, and Stevens Institute of Technology. (MAC fellows may study at any New Jersey doctoral institution, including Princeton and Seton Hall Universities, NJIT, and UMDNJ as well.) Minority faculty and nonteaching professionals from any college in the state also are eligible to apply to the program, as are baccalaureate or master's graduates not currently affiliated with a New Jersey college or university.

A five-year expansion plan has been developed to increase the program's maximum enrollment to 75 students by 1992. (The NJHEAA allocated $764,000 for the first year's expansion, pending authorization through the state's FY 1988 budget.) A key element of the plan is to increase the number of sponsored MAC fellows, that is, those with a college's commitment for a faculty appointment upon completion of the doctorate, in return for teaching at that college, usually for four years.

A statewide MAC Advisory Committee proposes policy and reviews applications. In addition, the eight doctoral institutions share information and coordinate recruitment and program development activities such as MAC Fellows' Day (in April 1987), which brought together for the first time MAC fellows and college representatives, for opportunities to become acquainted and to explore sponsorship possibilities.

STUDENT ASSISTANCE

State Programs

The Department of Higher Education and its policy boards (the Student Assistance Board, the Educational Opportunity Fund Board of Directors, and the New Jersey Higher Education Assistance Authority, whose members are listed in Appendix B) administer a full range of financial aid programs to assist New Jersey students. Most assistance is based on financial need (such as Tuition Aid and Educational Opportunity Fund Grants), some on merit (such as Garden State Graduate Fellowships and Distinguished Scholarships), and some on both (Garden State Scholarships). During 1986–87 these programs awarded 65,000 financial aid grants totalling $65 million to students attending New Jersey colleges and universities. In addition, 90,000 loans totalling $200 million were guaranteed. (See Tables 4 and 5 in Appendix A.)

Tuition Aid Grant (TAG) Funding/Tuition Policy

The TAG program coalesces the student assistance and tuition policies of the Board of Higher Education. The former policy accommodates rising, and varying, tuition charges; the latter posits an appropriate relationship between tuition (at public institutions) and the institutions' educational costs – undergraduates, through tuition, should contribute a "fair share" of approximately 30%. (See Table 3 in Appendix A.) Rising costs have resulted, of course, in increased tuition.

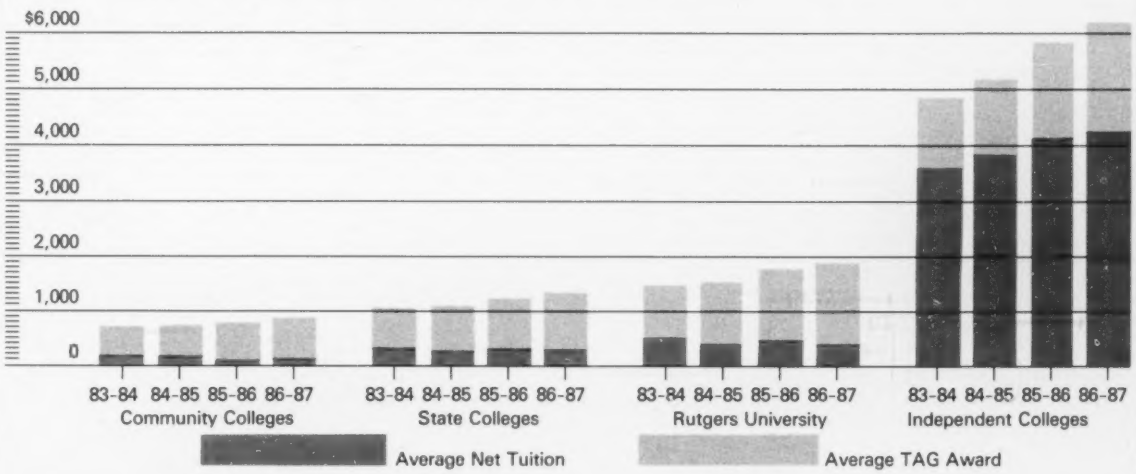
The TAG program's schedu'e of awards provides grants based upon both the tuition at each student's college and the student's ability to pay. The neediest students at public colleges and universities receive full-tuition awards. (At independent institutions in 1986–87, the neediest received grants of $2,650, or about 43% of the average charge in the sector.) To offset award reductions in the federal Pell grant program, the Student Assistance Board increased TAG awards for low- and moderate-income students by $150 above the originally scheduled amount.

Federal Programs

Federally funded programs (such as Pell Grants, College Work-Study, and the loan programs) are the major source of financial aid to New Jersey students. The New Jersey Higher Education Assistance Authority (NJHEAA) administers two federal educational loan programs, the Guaranteed Student Loans (GSL) and the PLUS loans, serving as the primary agency guaranteeing loans for New Jersey students.

Because of recent changes in federal interstate banking practices, "national" guarantors have been competing with state agencies and now guarantee about one-quarter of all GSL loans. The impact on NJHEAA's student loan volume has been significant – GSL volume declined nearly 30% in the last two years, to about $200

Figure 10. Average Total Tuition Charges and Net Tuition Paid by TAG Recipients

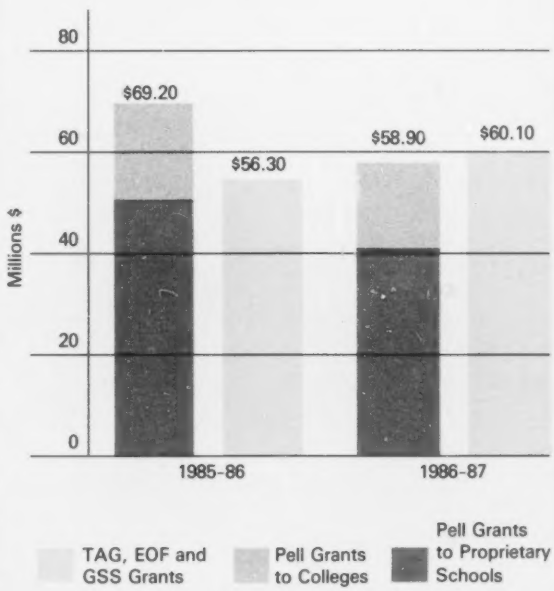


million in 1986–87. The Higher Education Amendments of 1986 (reauthorization) also introduced major changes in federal student loan programs, restricting eligibility but raising loan limits in 1987–88. To reassess the NJHEAA role in a rapidly changing student loan market, the Board of Higher Education established a Committee to Study the Current and Future Operations of the Loan Authority. The committee will report its recommendations to the Board next year.

The "campus-based" federal programs (College Work-Study, NDSL loans, and SEOG grants) were funded at about the same level as in previous years (despite rising costs to students). The Pell grant program, however, was seriously underfunded in 1986–87, resulting in a nearly 20% loss in federal grant aid to undergraduates at New Jersey colleges and universities. (Pell funding to the proprietary institutions was nearly the same as the previous year.) About 30% of the college students received smaller grants, while 15% lost their eligibility entirely. For the first time, the major state programs, for which only college students are eligible, provided more total aid than Pell, 30% of which goes to proprietary school students.

Although increased state and institutional aid has partially offset federal reductions, total educational expenses (tuition, fees, room and board, etc.) have continued to rise; as a result, responsibility for financing college has shifted to students and their families, whose share of total expenses has increased from 60% to over 70% in the last five years.

Figure 11. Pell Grants and State Grants to N.J. Postsecondary Institutions



Student Aid Committee

The Board of Higher Education adopted in May 1987 the report of a special committee it established to study New Jersey's future student assistance needs and to recommend appropriate initiatives. A continuing decline in federal financial aid funds and a developing federal policy to shift a larger proportion of educational costs onto the states and students and their families occasioned the committee and its study.

The report, *Meeting the Challenge of Rising Higher Education Costs*, includes twenty recommendations to address the priorities of access, excellence, efficiency, and financing alternatives. Included are proposals for increasing TAG awards to include required fees, establishing programs to aid single parents and part-time students, creating an urban scholars program, and creating a guaranteed tuition prepayment plan for New Jersey colleges.

Services to Veterans

About 3,000 veterans, eligible dependents, and active military service members attended New Jersey colleges and universities in 1986–87 under the GI Bill. The Department of Higher Education approves all college-level training in New Jersey under this federal legislation, reviewing information such as accreditation, standards for progress, and course content to ensure all state and federal requirements are met and maintained.

The 100th U.S. Congress enacted and the President signed into law in June 1987, a "permanent" GI Bill. The Montgomery Bill offers a sizeable basic entitlement and additional incentives, and the new educational benefits are expected to affect college enrollments. The Army alone enlists more than 100,000 recruits annually; each year more than 80,000 leave active duty after their first enlistment. More than half of these new veterans will have enrolled in the new program. In addition, reservists will be eligible for the first time, adding to the already substantial pool of potential GI Bill students. It is anticipated that by 1995, 10% of all college students will be attending school under this federal program.

SPECIAL ISSUES

INTRODUCTION

Self-scrutiny marks the special efforts of 1986–87 – to establish comprehensive, systemwide assessment and data collection; to examine critical issues in medical education; and to chart new courses for important sectors of New Jersey's higher education system.

ASSESSMENT

Assessment informs decisions about the performance of individuals or programs, either to improve it or to impose consequences. The issue of how best to render such judgments holds for higher education the most serious implications for creating, substantiating, and perpetuating access and excellence. The subject has sparked intense debate in New Jersey's higher education community, in connection with both new and ongoing assessment initiatives – the New Jersey Basic Skills Assessment Program and the College Outcomes Evaluation Program. Each is discussed below.

Basic Skills Effectiveness

Over the years since its inception, the Basic Skills Assessment Program (see page 18) has evolved beyond testing and placement of students to include comprehensive assessment of college remedial programs. To evaluate consistently, appropriately, and fairly requires a variety of measures. Among those considered by the Basic Skills Council (which administers the program), results of remediated students' post-testing are especially important, in that they provide a common, nonrelative basis for judging program effectiveness. Therefore, the Board of Higher Education, upon the recommendation of the Basic Skills Council, resolved that ". . . beginning in September 1987, all public colleges and universities are required to employ students' performance on an appropriate standardized post-test as one of the multiple criteria required for all students to exit a remedial course sequence; and that post-test data must be reported in aggregate form to the Basic Skills Council. . ." These data are expected to reveal whether proficiency standards to enter college-level courses are the same for all students, regardless of their completing remediation or not needing it in the first place.

College Outcomes Evaluation Program (COEP)

A broadly constituted advisory committee (representing higher education, business and industry, government, and elementary/secondary education) has been formulating the specifics of the College Outcomes Evaluation Program (COEP). COEP was created in June 1985 by the Board of Higher Education (BHE) to promote high standards of undergraduate learning and performance, maintain public confidence in higher education, and contribute to educational excellence overall in New Jersey. The program is grounded in the principle that institutions should not be judged solely on resources (such as numbers of library books or academic qualifications of students), as they traditionally have been, but also should demonstrate how well they use those resources – for the students they enroll, for the faculty and staff they employ, and for society in general.

The committee formed separate subcommittees to explore, debate, and recommend appropriate institutional assessments in four key areas – student learning, student development, faculty accomplishment, and extrainstitutional impacts. (Their collective two-year effort is to culminate in a major report by the advisory committee in fall 1987.)

The student learning subcommittee divided educational outcomes into four broad categories – general intellectual skills, modes of inquiry, appreciation of ethical issues, and in-depth study (the major). It recommended that each institution conduct its own assessments in the last three areas. For general intellectual skills, however, it proposed a statewide assessment to provide information on institutional performance, but *not* to serve as a gateway exam for individual students. In May 1987, the Department issued a *Request for Proposals* (RFP) to over 100 testing companies for an innovative, task-oriented instrument suitable for statewide use. A two-year contract to help design and pilot-test the instrument is expected to be awarded in fall 1987.

The student development/post-collegiate activities subcommittee proposed assessing students in five areas: academic performance and status (for example, graduation rates), knowledge and competency (as measured by licensure exams, for example), personal development (for example,

values and leadership), the undergraduate experience (such as involvement in learning and activities), and post-collegiate activities of both "completers" and "noncompleters" (employment data, further education, public service, and satisfaction with the undergraduate experience).

The research, scholarship, and creative expression subcommittee focused on faculty activities. They recommended that the institutions identify appropriate activities and outcomes consonant with their individual missions and objectives, but based on broadly inclusive matrices developed by the subcommittee. Ultimately, common indicators may emerge within a sector, or across the entire system. The subcommittee stressed, however, that the Department of Higher Education should use any such data only to evaluate institutional success in meeting objectives, *not* to assess the performance of individual faculty members.

The community/society outcomes subcommittee focused on the effects of institutions on their local communities and on the wider society. Assisted by external consultants, the subcommittee created three matrices categorizing the range of possible impacts on a variety of audiences. From these, the subcommittee selected those "common" to all public institutions, for which standard data should be collected and reported – access, economic impact (such as effect on local employment), and impact on the development of "human capital" (the needs, for example, of government or the private sector). Institutions are to explore other outcomes in light of their individual missions and objectives. To assist in developing assessment models for community/society outcomes, the Department issued an RFP. Seven projects were funded, ranging from a study of values transmission to a methodology for using census tract data.

The COEP advisory committee hosted two statewide conferences during 1986–87. Three hundred educators participated in an October 1986 conference; almost 400 New Jersey faculty and administrators discussed draft subcommittee recommendations in May 1987, after hearing from Governor Kean and others on the importance of outcomes assessment. The Governor said:

> The public believes in you. They have acted on that belief by providing increases in public support....I happen to think that the college outcomes evaluation program, the approach taken by the Board of Higher Education, is the right one....Don't give the people what you *think* they want. Go back to the promises you made....Design an assessment that is real, that has integrity, that *you* believe in, [that] reflect[s] the best traditions of higher learning....

STUDENT UNIT RECORD ENROLLMENT (SURE) SYSTEM

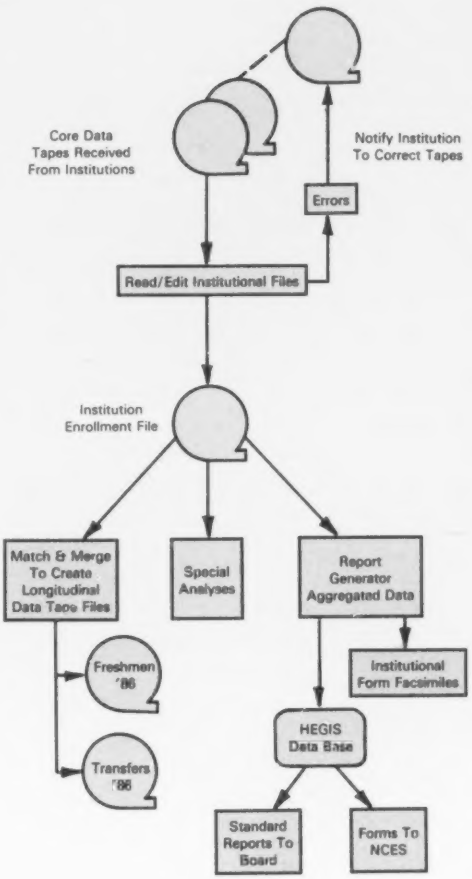
Overview

The SURE system was designed to strengthen the capacity of the New Jersey Board of Higher Education to perform its monitoring, coordinating, and program evaluation responsibilities. It is a comprehensive data collection and information storage and retrieval process for computer-readable files of complete data records for each student enrolled. Participating New Jersey colleges and universities submit tapes containing these cross-sectional files to the Department of Higher Education's (DHE) Office of Policy, Research, and Information Systems, which processes and analyzes the data. (Records on each year's graduates are submitted separately.)

There are 78 data elements to be reported for each student. The student data available when the SURE system is complete include conventional demographic, academic background, and education process variables, as well as financial aid, basic skills, and EOF program data. (The Department anticipates, however, that some information modules may be completed for only a sample of students when the fall enrollment tapes are submitted.)

Certain principles guided the strategic development of the SURE system. Major concerns included maintaining confidentiality of the data and designing the data base to facilitate research. New regulations for all the Department's computerized information, adopted by the Board of Higher Education in December 1986, responded to the former. File structure design and organization, programming language requirements, and data residence addressed the latter concern. In addition, the Department will employ powerful, flexible software and will make the SURE programs it develops accessible to participants. (Two other major concerns were the desirability of standard reports and the need for incremental implementation of the system, discussed below.)

Figure 12. Design of the SURE System



System Implementation

SURE system data elements have been organized to permit an orderly, incremental development of the data base. Due to its size and the complexity of the project, the SURE system could not be created and made fully operational at once, and so a five-year, phased implementation plan was developed. In the first year (1985–86), the state colleges initiated system development. They were joined on a test basis in 1986–87 by 15 of the 19 community colleges. (The public universities will submit their initial SURE tapes in fall 1987. Independent colleges wishing to participate are required to do so by fall 1989.)

Output

SURE System data will be used by DHE to perform certain routine analyses, and the generated reports will be reviewed by the institutions. There will be hard-copy tables containing aggregate statistics which are required for various federal and state reports. In addition, serially constructed data sets will be produced for longitudinal studies of retention, attrition, and other issues where temporal relationships are important. Participating institutions can obtain modified versions of the longitudinal files for legitimate research purposes, as well as the Participant Use Tapes with all the cross-sectional data modified in accordance with departmental policies to prevent the disclosure of confidential information.

HEALTH PROFESSIONS EDUCATION POLICY INITIATIVES

Physician Licensure Standards

After nearly a year of careful study and extensive discussions with national experts in medical education, a joint committee of the Board of Higher Education and the New Jersey State Board of Medical Examiners issued a report, *Strengthening Educational and Licensure Standards for Physicians in New Jersey*. Formation of this committee (empaneled in fall 1985) reflected growing publicity and public concerns about questionable medical education practices in some foreign medical schools and fraudulent credentials among some recent applicants for physician licenses.

Key recommendations of the report specify the educational preparation of physician candidates before they could be considered for a plenary license to practice in New Jersey. These include: a baccalaureate degree (or its equivalent) prior to medical school entry; a comprehensive medical education program of at least thirty-two months over four academic years; and three years of graduate medical education (residency training) or proof of eligibility for speciality board certification. The Board of Higher Education endorsed the report at its March 1987 meeting. The Board of Medical Examiners took similar action in May.

Graduate Medical Education

Two broadly constituted task forces of the Advisory Graduate Medical Education Council (AGMEC), addressing issues of scope and quality and of financing, met for nearly a year to produce their fall 1986 combined report, *The Next Generation of Physicians*. The Board of Higher Education in September 1984 had established a general framework for future planning and development of the state's residency training programs. UMDNJ President and AGMEC Chairman Stanley S. Bergen appointed the two panels to recommend specific strategies for implementing the policy directions of the prospectus.

The advisory council endorsed the combined report in December 1986. Among the recommendations are: strengthening the academic base of all residency training programs in New Jersey by encouraging closer medical school affiliations, improving their responsiveness to changes in the health care environment by developing new training settings and modalities, planning for a phased reduction in the total number of residency positions statewide, and imposing greater admissions selectivity.

The Board of Higher Education in March 1987 directed the report's distribution to all providers of graduate medical education in the state. The Board also authorized the Chancellor to establish a committee that will develop strengthened standards of excellence for residency programs, and also assist the Department of Health and the Hospital Rate Setting Commission in determining appropriate reimbursement to hospitals which train residents.

SECTOR STUDY COMMISSIONS

Report of the County College Panel

A panel of six distinguished, nationally prominent educators (see Appendix B), appointed by the Board of Higher Education's Academic Affairs Committee, has studied the major educational issues affecting the county community colleges' future health and vitality. (In January 1986 Governor Kean, noting "unevenness" in the sector, had called upon the Board to examine the colleges and to frame sound recommendations for the future direction of the sector.)

The panel's comprehensive six-month study during 1986–87 included visits to the 19 institutions, and two public hearings to obtain the viewpoints of college officials and other interested groups and individuals. Their May 1987 report addressed three major areas of concern: governance, finance, and regionalization. In general, the report emphasized the need for partnerships and cooperative solutions, while recognizing the colleges' accomplishments over their 20-year history, as well as the importance of this sector of higher education that accounts for more than one-third of all the college students in New Jersey. In all, the panel made more than 80 recommendations addressing a full range of educational and other issues. The Board's Academic Affairs Committee will transmit the report and recommendations to the Board of Higher Education in fall 1987.

Report of the AICUNJ Panel

The Commission on the Future of Independent Higher Education was appointed by the presidents of New Jersey's independent colleges and universities. Its charge, endorsed by Governor Thomas H. Kean, is to assess the current resources of these institutions in light of the educational mission they are being called upon to perform. The commission's recommendations will be addressed to the colleges, to the Department and Board of Higher Education, to the legislative and executive branches of state government, and to the public at large.

The commission's assignment is to provide "a thoughtful and comprehensive assessment of the future of independent higher education in New Jersey through the year 2000," studying both internal and external environmental factors. The assessment of the internal environment considers enrollment trends, financial stability and health, physical plant and capital needs, faculty, curriculum, and adaptability to change. Assessment of the external environment focuses on the educational needs of the people of New Jersey. Topics of special concern are: the quality of undergraduate education, the underrepresentation of minorities, the improvement of science and technology programs, and the teaching of civic values and social responsibility in the undergraduate curriculum. The commission's report, outlining ways to better utilize and complement the resources of the institutions, will be published in fall 1987.

APPENDIX A

THE GREAT SEAL OF THE STATE OF NEW JERSEY
LIBERTY AND PROSPERITY
1776

Table 1

ORIGINAL† NET STATE APPROPRIATIONS NEW JERSEY HIGHER EDUCATION

	F.Y. 1978		F.Y. 1987		F.Y. 1988	
	($000)	% Dist.	($000)	% Dist.	($000)	% Dist.
Rutgers University	94,806	28.2%	201,561[c]	28.1%	222,924[c]	27.8%
N.J.I.T.	12,405	3.7%	30,614[c]	4.3%	35,361[c]	4.4%
U.M.D.N.J.	45,615	13.6%	118,829[c]	16.6%	137,174[c]	17.1%
State Colleges	84,232	25.1%	185,132[c]	25.9%	206,197[c]	25.7%
Community Colleges*	49,850	14.9%	81,863[c]	11.4%	90,963[c]	11.3%
Independents**	10,183	3.0%	22,687	3.2%	25,908	3.2%
Student Assistance	36,364	10.8%	71,271	10.0%	79,960	10.0%
Health Professions	2,263	.7%	3,502	.5%	3,574	.5%
(SUBTOTAL) (=100%)	**(335,718)**	**(88.6%)**	**(715,459)**	**(90.4%)**	**(802,061)**	**(90.9%)**
Debt Service	35,889	9.5%	42,896	5.4%	44,196	5.0%
Capital:						
Renewal and Replacement	5,075	1.3%	12,000	1.5%	14,750	1.7%
Central Administration	1,635	.4%	3,513	.4%	3,811	.4%
Special Projects***	840	.2%	5,241	.7%	4,045	.5%
D.H.E. Grant Programs:						
Science and Technology	—	—	6,792	.9%	6,792	.8%
Humanities	—	—	2,500	.3%	2,500	.2%
For. Languages/Int'l. Ed.	—	—	500	.1%	500	.1%
Learning Disabled	—	—	750	.1%	750	.1%
Retention Initiative	—	—	—	—	300	.0%
The Urban Initiative	—	—	1,900	.2%	2,400	.3%
Minority Academic Career Program	—	—	—	—	400	.0%
Grand Total†	**$379,157**	**100.0%**	**$791,551**	**100.0%**	**$882,505**	**100.0%**

*Operating support only; includes support for the Southern CIM Center ($300,000 in F.Y. 1987 and $400,000 in F.Y. 1988) and for the Northern/Central CIM Center ($300,000 in F.Y. 1988). Community colleges receive additional state aid for debt service which is included here in that total. Also, since F.Y. 1982, the colleges have received aid for pension fund payments previously paid from a central state account. These figures are *not* included in the table.

** Includes (since 1977) aid to Fairleigh Dickinson University School of Dentistry.

*** Includes funding for scholarly chairs established by the Legislature. Includes also special projects such as the Basic Skills Assessment Program, the Marine Sciences Consortium, the College Outcomes Evaluation Program, the Center for Information Age Technology (CIAT), the Drug Information Clearinghouse, and the Governor's School, etc.

† Includes supplemental appropriations. Not included are fringe benefits, which are paid from a central state account, and salary increases, which take effect subsequent to the passage of the original appropriation. Reflects *net* support, i.e., less state college revenues.

[c] Includes Governor's Challenge funding. State college challenge funds distributed to the colleges over a three-year period, based on estimated cash-flow requirements in each of the three years.

Table 2

F.Y. 1987 DEPARTMENT OF HIGHER EDUCATION GRANT PROGRAMS*

	Tech./ Eng'g. Educ.	Computers in Curric.	Math/ Sci. Tch'g.	Humanities	For. Lang./ Int'l.	Special Services	FICE**	Total
	($000)	($000)	($000)	($000)	($000)	($000)	($000)	($000)
Rutgers University	140	357	113	332	68	—	240	1,250
N.J.I.T.	30	—	103	55	—	—	—	188
U.M.D.N.J.	—	239	—	15	20	—	85	359
State Colleges	744	539	98	448	95	40	775	2,739
Community Colleges	1,251	448	69	100	83	349	131	2,431
Independents	632	742	273	673	137	—	664	3,121
SUBTOTAL†	$2,797	$2,325	$ 656	$1,623	$ 403	$ 389	$1,895	$10,088
Central Projects/ Administration	212	214	487	591	100	90	112	1,806
TOTAL	**$3,009**	**$2,539**	**$1,143**	**$2,214**	**$ 503**	**$ 479**	**$2,007**	**$11,894*****
(Original Appropriation)	(2,873)	(2,919)	(1,000)	(2,500)	(500)	(750)	(2,000)	(12,542)

*The grant programs are: Technical/Engineering Education (which includes a Technological Literacy and a Cooperative Education sub-grant); Computers in Curricula; Mathematics, Science, and Computer Science Teaching Improvement; New Jersey Humanities; New Jersey Foreign Language; New Jersey International Education; Higher Education Services for Special Needs Students; and the Fund for the Improvement of Collegiate Education (FICE).

**New Jersey Higher Education Assistance Authority reserves supported the FICE program.

***Includes carry forward funds from F.Y. 1986.

†A total of 263 projects were funded, including 56 at the community colleges, 63 at the state colleges, 85 at the independents, 44 at Rutgers, 6 at N.J.I.T., and 9 at U.M.D.N.J.

Table 3

TUITION AS A PERCENT OF EDUCATIONAL COSTS IN NEW JERSEY PUBLIC INSTITUTIONAL SECTORS, BY STUDENT TYPE

	Policy	1979-80	1983-84	1984-85	1985-86	1986-87	1987-88
Rutgers University*							
Undergrad: Res.	30%	24.0%	29.6%	28.2%	29.2%	28.0%	29.6%
Undergrad: Non-Res.	45%	48.1%	59.2%	56.4%	58.5%	55.9%	59.2%
Graduate: Res.	45%	34.2%	42.1%	40.2%	41.6%	39.8%	42.1%
Graduate: Non-Res.	45%	49.4%	60.7%	57.8%	60.0%	57.4%	60.8%
N.J.I.T.							
Undergrad: Res.	30%	20.7%	28.4%	29.3%	29.9%	26.1%	27.5%
Undergrad: Non-Res.	45%	41.3%	56.8%	58.6%	59.9%	52.3%	55.0%
Graduate: Res.	45%	29.4%	37.8%	41.4%	42.4%	37.0%	38.6%
Graduate: Non-Res.	45%	42.5%	54.4%	59.7%	61.0%	53.3%	55.6%
U.M.D.N.J.**							
Undergrad: Res.	30%	20.3%	26.3%	27.0%	25.0%	24.9%	21.4%
State Colleges***							
Undergrad: Res.	30%	29.1%	30.1%	30.4%	27.9%	26.2%	25.3%
Undergrad: Non-Res.	45%	57.0%	48.8%	48.3%	42.9%	39.3%	36.9%
Graduate: Res.	45%	43.7%	45.1%	45.6%	41.8%	39.3%	37.4%
Graduate: Non-Res.	45%	62.7%	59.2%	59.0%	53.1%	49.2%	46.0%
Community Colleges****							
County Residents	30%	30.7%	30.0%	30.0%	27.2%	26.3%	26.0%

* Beginning in 1983-84, Rutgers established differential tuition rates for the undergraduate professional colleges and, at the graduate level, for the M.B.A. programs. (Differential rates reflect higher costs associated with these programs.) Displayed here are the percentages for tuition at the undergraduate arts and sciences colleges and at the graduate schools except as noted above.

** For purposes of the tuition policy, U.M.D.N.J.'s state resident medical and dental students are considered undergraduates; i.e., tuition is to be 30% of costs. Tuition for nonstate residents in the medical and dental programs is 31.3% above the charge for state residents. Tuition for graduate students (School of Biomedical Sciences) is the same as at Rutgers. Tuition for students in the School of Health-Related Professions varies according to academic level and length of program.

*** The state college autonomy legislation empowers each college's board of trustees to establish its own tuition, which they first did for the 1987-88 academic year. The percentages for that year, therefore, reflect sector averages. (In previous years the Board of Higher Education established uniform, sectorwide tuition rates.)

**** The maximum allowable tuition, as established by the Board of Higher Education, for a full-time in-county student is used in these calculations. The actual tuition at individual colleges may be lower.

Table 4

NEW JERSEY STATE STUDENT GRANT PROGRAMS

	# of Student Awards		Amount of Awards ($000)	
	1985-86	1986-87	1985-86	1986-87
Tuition Aid Grant (TAG)	44,707	41,878	$45,893	$48,570
Educational Opportunity Fund (EOF)	12,053	11,747	7,031	8,252
EOF Summer Program	3,451	3,431	3,252	3,889
Garden State Scholarship	7,451	6,752	3,381	3,333
Distinguished Scholars Program	699	1,480	685	1,451
Garden State Graduate Fellowship	70	82	420	449
EOF-Graduate Program	192	175	528	488
Public Tuition Benefits and POW/MIA	29	29	51	45
Veterans Tuition Credit	626	553	164	110
Vietnam Veterans Aid	139	162	97	91
TOTAL ALL PROGRAMS*	**69,417**	**66,289**	**$61,502**	**$66,678**

*Students may receive awards from more than one program. For example, most EOF and GSS students also receive a Tuition Aid Grant.

PROGRAM CHANGES IN 1986-87:

TAG maximum awards were raised to current year average tuition in the public sectors and to $2,650 in the independent sector.

Garden State Scholarship maximum awards were raised to $1,000.

Table 5

GUARANTEED STUDENT LOAN PROGRAMS

	# of Loans		Amount of Loans ($000)	
	1985–86	1986–87	1985–86	1986–87
Guaranteed Student Loans	94,321	83,354	$230,242	$207,504
PLUS Loans	6,893	4,653	18,968	12,961
Public Loans (State-funded)	136	79	401	240
Computer Science Faculty Development*	56	–	154	–
Minority Academic Career Program	–	33	–	135
TOTAL LOAN VOLUME BY PROGRAM	**101,406**	**88,119**	**$249,765**	**$220,840**
N.J. Colleges and Universities	37,733	33,331	$ 85,334	$76,888
N.J. Proprietary Schools	18,354	13,024	43,275	31,144
Out-of-State Institutions	45,319	41,764	121,156	112,808
TOTAL LOAN VOLUME BY SECTOR	**101,406**	**88,119**	**$249,765**	**$294,439**

*State-funded loan redemption program.

Table 6

ACADEMIC INDEX DATA FOR FULL-TIME FIRST-TIME FRESHMEN AT NEW JERSEY PUBLIC SENIOR INSTITUTIONS

	BAI*	1981	1982	1983	1984	1985	1986
N.J.I.T.	100.0	101.9	102.3	103.8	104.2	104.2	106.6
Rutgers University	100.0	100.0	102.8	103.7	103.2	102.8	103.7
Glassboro	100.0	101.6	103.7	104.7	105.2	105.8	106.3
Jersey City	100.0	102.9	104.6	104.0	101.2	105.8	108.1
Kean	100.0	100.5	103.7	103.7	103.7	103.2	103.2
Montclair	100.0	100.0	101.0	102.0	102.0	101.0	102.9
Ramapo	100.0	102.6	101.0	104.2	103.1	100.5	101.6
Stockton	100.0	103.7	103.7	104.7	104.2	105.2	104.2
Trenton	100.0	102.0	102.4	104.9	102.4	104.9	107.3
Wm. Paterson	100.0	101.6	103.8	104.3	104.8	104.8	105.9

*Average of AIs for fall 1978, 1979, and 1980. Each institution's actual BAI was set equal to 100 for comparison with its AI in subsequent years.

Table 7

NEW DEGREE PROGRAMS APPROVED BY THE NEW JERSEY BOARD OF HIGHER EDUCATION, BY COLLEGIATE SECTOR AND DEGREE LEVEL: 1986–87

	Associate	Bachelor's	Master's	Doctoral	Total
Rutgers University	–	1*	1	1	3
N.J.I.T.	N.A.	2*	–	1	3
U.M.D.N.J.	N.A.	N.A.	–	–	–
State Colleges	–	4	1	N.A.	5
Community Colleges	14**	N.A.	N.A.	N.A.	14
Independents/Proprietaries***	1	1	3	–	5
TOTAL NEW PROGRAMS	**15**	**8**	**5**	**2**	**30**

N.A. – College(s) not authorized to grant degrees of this type.

*Includes a cooperative program in applied physics between Rutgers-Newark (B.A.) and New Jersey Institute of Technology (B.S.).

**Includes eight A.A.S. degree programs in computer integrated manufacturing (CIM) offered by colleges of the Northern/Central CIM Consortium. Bergen and Brookdale Community Colleges; Essex, Middlesex, and Union County Colleges; and Hudson, Mercer, and Passaic County Community Colleges were authorized to grant degrees. Approval of other consortium members' programs is pending.

***The associate degree program reflects new licensure of a proprietary institution (Katharine Gibbs School, Montclair). Not included is the reauthorization of an existing Ph.D. at Fairleigh Dickinson University.

Not reflected in the counts: the authorization for three out-of-state institutions to offer coursework.

Table 8

TOTAL DEGREES CONFERRED IN NEW JERSEY COLLEGES AND UNIVERSITIES, BY TYPE OF DEGREE

	F. Y. 1977–78	F. Y. 1984–85	F. Y. 1985–86	% Change One-Year	% Change Eight-Year
Sub-Associate	1,059	783	868	10.9	–18.0
Associate	10,675	10,126	9,911	–2.1	–7.2
Bachelor's	25,086	23,765	23,454	–1.3	–6.5
Master's	8,130	6,547	6,320	–3.5	–22.3
Doctorate	713	690	677	–1.9	–5.0
First-Professional*	1,364	1,743	1,772	1.7	29.9
TOTAL	**47,027**	**43,654**	**43,002**	**–1.5**	**–8.6**

*These are degrees in law, medicine, dentistry, and the theological professions.

Table 9

TOTAL DEGREES CONFERRED IN NEW JERSEY COLLEGES AND UNIVERSITIES, BY COLLEGIATE SECTOR

	F. Y. 1977–78	F. Y. 1984–85	F. Y. 1985–86	% Change One-Year	% Change Eight-Year
Rutgers University	8,719	8,702	8,819	1.3	1.1
N.J.I.T.	897	1,150	1,203	4.6	34.1
U.M.D.N.J.	332	483	590	22.2	77.7
State Colleges	13,867	10,916	10,450	−4.3	−24.6
Community Colleges	10,243	10,004	9,722	−2.8	−5.1
Independents	12,969	12,399	12,218	−1.5	−5.8
TOTAL	**47,027**	**43,654**	**43,002**	**−1.5**	**−8.6**

Table 10

TOTAL DEGREES CONFERRED IN NEW JERSEY COLLEGES AND UNIVERSITIES, BY SEX AND BY ETHNICITY

	F. Y. 1977–78	F. Y. 1984–85	F. Y. 1985–86	% Change One-Year	% Change Eight-Year
Men	23,599	20,095	19,909	−0.9	−15.6
Women	23,428	23,559	23,093	−2.0	−1.4
Blacks	3,400	2,937	2,966	1.0	−12.8
Hispanics	1,149	1,623	1,639	1.0	42.6
Whites/Others	42,478	39,094	38,397	−1.8	−9.6
TOTAL	**47,027**	**43,654**	**43,002**	**−1.5**	**−8.6**

Table 11

TOTAL* HEADCOUNT ENROLLMENT IN NEW JERSEY COLLEGES AND UNIVERSITIES

	Fall 1978	Fall 1985	Fall 1986	% Change One-Year	% Change Eight-Year
Rutgers University	49,987	47,646	48,539	1.9	-2.9
N.J.I.T.	5,669	7,495	7,591	1.3	33.9
U.M.D.N.J.	1,440	2,114	2,305	9.0	60.1
State Colleges	85,925	73,670	72,955	-1.0	-15.1
Community Colleges	98,721	106,372	107,250	0.8	8.6
Independents	65,469	60,358	59,116	-2.1	-9.7
GRAND TOTAL*	**307,211**	**297,655**	**297,756**	**0.0**	**-3.1**
Public Total*	**241,742**	**237,297**	**238,640**	**0.6**	**-1.3**
Undergraduate Total	**259,381**	**253,352**	**253,346**	**0.0**	**-2.3**

*Includes both full- and part-time students, at both undergraduate and post-baccalaureate levels.

Table 12

TOTAL* HEADCOUNT ENROLLMENT IN NEW JERSEY COLLEGES AND UNIVERSITIES, BY SEX AND BY ETHNICITY**

	Fall 1978		Fall 1985		Fall 1986	
	#	%	#	%	#	%
Men	148,837	48.4	136,678	45.9	136,607	45.9
Women	158,374	51.6	160,977	54.1	161,149	54.1
Blacks	31,409	10.2	27,346	9.2	26,136	8.8
Hispanics	11,342	3.7	16,833	5.7	16,541	5.5
Whites/Others	264,460	86.1	253,476	85.1	236,193	79.3
"Unknown"	—	—	—	—	18,886	6.3
TOTAL	**307,211**	**100.0**	**297,655**	**100.0**	**297,756**	**100.0**

*Includes both full- and part-time students, at both undergraduate and post-baccalaureate levels.

**Fall 1986 data by race/ethnicity are *not comparable* with previous years. Prior to fall 1986, colleges reported enrollments on Higher Education General Information Survey (HEGIS) forms, which required accounting for all students by racial/ethnic category. (The survey called for estimates if exact counts for a category were not available.) In fall 1986, the federal government introduced a new data reporting system, the Integrated Postsecondary Education Data System (IPEDS), which does not carry such a requirement.

With IPEDS, it is possible for a student to be included in a college's total enrollment but *not be counted in any racial/ethnic* category. Therefore, if there are students whose race/ethnicity is unknown, the numbers reported by a college in any given category could be lower than they would be under the HEGIS system, depending on the method of allocating unknowns the college employed in previous years.

Table 13

FULL-TIME FIRST-TIME FRESHMAN ENROLLMENT BY RACE/ETHNICITY, BY COLLEGIATE SECTOR: FALL 1986

	Black		Hispanic		Other*	Unknown**		TOTAL
	#	%	#	%	#	#	%	(100%)
Rutgers University	688	11.1	446	7.2	5,060	—	—	6,194
N.J.I.T.	59	12.8	74	16.1	328	—	—	461
U.M.D.N.J. (SHRP)	9	69.2	—	—	4	—	—	13
State Colleges	878	12.6	516	7.4	5,272	283	4.1	6,949
Community Colleges	1,376	10.3	1,430	10.7	10,400	181	1.3	13,387
Independents	561	8.2	361	5.3	4,761	1,139	16.7	6,822
TOTAL	**3,571**	**10.6**	**2,827**	**8.4**	**25,825**	**1,603**	**4.7**	**33,826**

Table 14

FULL TIME UNDERGRADUATE ENROLLMENT BY RACE/ETHNICITY, BY COLLEGIATE SECTOR: FALL 1986

	Black		Hispanic		Other*	Unknown**		TOTAL
	#	%	#	%	#	#	%	(100%)
Rutgers University	2,779	9.7	1,699	6.0	24,065	—	—	28,543
N.J.I.T.	287	9.0	356	11.2	2,549	—	—	3,192
U.M.D.N.J. (SHRP)	27	15.1	12	6.7	140	—	—	179
State Colleges	3,333	9.2	2,223	6.2	28,074	2,513	7.0	36,143
Community Colleges	4,587	12.3	3,854	10.3	28,224	682	1.8	37,347
Independents	2,364	8.1	1,400	4.8	22,262	3,072	10.6	29,098
TOTAL	**13,377**	**9.9**	**9,544**	**7.1**	**105,314**	**6,267**	**4.7**	**134,502**

*The "Other" category includes whites, Asians/Pacific Islanders, American Indians/Alaskan Natives, and nonresident aliens.

**Data on "race/ethnicity unknown" available for the first time in fall 1986. Prior to that, colleges were required, in reporting their enrollments, to account for all students by racial/ethnic category; beginning in 1986, the reports allowed for instances where such data were not available. Therefore, the fall 1986 data are *not comparable* with those in previous years, which may have reflected institutions' estimates to account for missing data. See Table 12 for additional information.

Table 15

SPECIAL ADMITS AS A PERCENT OF TOTAL FULL-TIME FIRST-TIME FRESHMEN IN NEW JERSEY PUBLIC SENIOR COLLEGES AND UNIVERSITIES

	1981	1982	1983	1984	1985	1986
N.J.I.T.	5.8%	5.1%	7.5%	7.2%	9.7%	7.4%
Rutgers University	3.4%	4.3%	5.1%	4.9%	4.6%	6.8%
Glassboro	3.0%	7.5%	8.4%	13.4%	10.9%	12.4%
Jersey City	17.1%	17.2%	24.2%	16.9%	14.6%	21.2%
Kean	15.6%	10.3%	9.5%	9.7%	10.6%	16.1%
Montclair	7.1%	5.6%	9.1%	8.9%	10.2%	14.1%
Ramapo	12.0%	24.7%	10.6%	12.8%	9.0%	12.5%
Stockton	8.7%	10.0%	9.9%	10.8%	10.5%	11.8%
Trenton	7.3%	4.4%	9.8%	9.3%	12.1%	14.6%
Wm. Paterson	22.9%	11.0%	9.9%	9.5%	10.2%	15.3%

Table 16

E.O.F. Percent of New Jersey Full-Time First-Time Freshmen in New Jersey Public Senior Colleges and Universities

	E.O.F. % Of Total 1985	E.O.F. % Of Total 1986	# of Fall '86 E.O.F.	# of Fall '86 N.J. FTFTF
Camden C.A.S.	11.8	11.3	45	398
Newark C.A.S.	16.6	15.7	96	612
Nursing	17.5	37.0	17	46
Cook	6.6	7.1	33	466
Douglass	6.3	5.3	41	769
Engineering	9.4	9.1	54	592
Livingston	8.7	9.0	60	670
Rutgers	7.7*	8.1**	160**	1,980
TOTAL, RUTGERS UNIVERSITY	**9.2**	**9.1**	**506**	**5,533**
N.J.I.T.	**14.8**	**18.7**	**84**	**450**
Glassboro	12.4	10.8	105	976
Jersey City	24.2	22.1	106	479
Kean	12.8	14.4	134	931
Montclair	12.3	12.0	142	1,187
Ramapo	19.2	18.3	67	367
Stockton	12.1	10.4	83	800
Trenton	7.7	10.7	98	912
Wm. Paterson	10.1	10.2	104	1,015
TOTAL, STATE COLLEGES	**12.6**	**12.6**	**839**	**6,667**
GRAND TOTAL, ALL PUBLIC FOUR-YEAR	**11.2**	**11.3**	**1,429**	**12,650**

*Includes E.O.F. students in the College of Pharmacy, which does not have its own E.O.F. program.

**Includes E.O.F. students in the Mason Gross School of the Arts, University College (N.B.) and the College of Pharmacy, which do not have their own E.O.F. programs.

Table 17

E.O.F. Percent of New Jersey Full-Time First-Time Freshmen in New Jersey Community Colleges

	E.O.F. % Of Total 1985	E.O.F. % Of Total 1986	# of Fall '86 E.O.F.	# of Fall '86 N.J. FTFTF
Atlantic	13.0	21.6	86	399
Bergen	7.9	10.0	121	1,207
Brookdale	6.5	10.0	107	1,077
Burlington	9.7	10.5	58	551
Camden	10.3	9.1	88	967
Cumberland	24.0	32.0	87	272
Essex	35.2	38.2	208	544
Gloucester	11.8	12.0	63	524
Hudson	11.2	10.7	89	828
Mercer	8.0	10.8	103	954
Middlesex	7.2	12.7	141	1,107
Morris	1.5	2.3	33	1,450
Ocean	7.4	10.2	89	870
Passaic	34.5	35.1	87	248
Salem	26.6	38.2	29	76
Somerset	5.0	6.0	36	605
Union	7.0	11.0	96	875
GRAND TOTAL, COMMUNITY COLLEGES	**10.4**	**12.1**	**1,521**	**12,554**

Table 18

E.O.F. Percent of New Jersey Full-Time First-Time Freshmen in New Jersey Independent Colleges and Universities

	E.O.F. % Of Total 1985	E.O.F. % Of Total 1986	# of Fall '86 E.O.F.	# of Fall '86 N.J. FTFTF
Bloomfield	19.9	17.3	31	179
Caldwell	22.6	16.7	18	108
Centenary	16.6	16.3	20	123
Drew University	8.5	9.3	17	182
Fairleigh Dickinson University	8.4	7.6	75	981
Georgian Court	16.2	14.8	18	122
Monmouth	5.7	8.4	31	369
Princeton University	2.3	1.2	2	169
Rider	5.1	5.3	30	569
Saint Elizabeth's	14.1	23.9	16	67
Saint Peter's	10.7	11.4	47	412
Seton Hall University	7.5	11.6	80	687
Stevens Institute	3.7	6.9	17	245
Upsala	19.0	22.3	37	166
Westminster Choir	27.3	42.9	6	14
TOTAL, INDEPENDENT COLLEGES	**9.2**	**10.1**	**445**	**4,393**

Table 19

TOTAL AND TENURED FACULTY* IN NEW JERSEY COLLEGES AND UNIVERSITIES, BY COLLEGIATE SECTOR

	Fall 1977			Fall 1986		
	# Fac.	# Ten'd	% Ten'd	# Fac.	# Ten'd	% Ten'd
Rutgers University	2,011	1,043	51.9	1,948	1,297	66.6
N.J.I.T.	268	162	60.4	317	186	58.7
U.M.D.N.J.	537	287	53.4	922	362	39.3
State Colleges	2,652	1,977	74.5	2,348	1,885	80.3
Community Colleges	1,900	1,346	70.8	1,895	1,489	78.6
Independents	2,523	1,542	61.1	2,491	1,555	62.4
TOTAL	**9,891**	**6,357**	**64.3**	**9,921**	**6,774**	**68.3**

*Includes all full-time instructional faculty.

Table 20

DISTRIBUTION BY RANK OF FACULTY* IN NEW JERSEY COLLEGES AND UNIVERSITIES, BY COLLEGIATE SECTOR

	Fall 1977					Fall 1986				
	Prof.	Assoc.	Ass't.	Others	Total # (100%)	Prof.	Assoc.	Ass't.	Others	Total # (100%)
Rutgers University	27.6	25.8	32.7	13.9	2,011	33.6	33.7	22.9	9.8	1,948
N.J.I.T.	26.1	34.3	31.7	7.9	268	27.4	34.4	15.8	22.4	317
U.M.D.N.J.	30.0	26.8	34.3	8.9	537	22.3	33.8	39.2	4.7	922
State Colleges	20.9	26.4	39.6	13.1	2,652	31.6	31.3	34.6	2.5	2,348
Community Colleges	7.8	24.6	40.9	26.7	1,900	19.1	34.6	31.0	15.3	1,895
Independents	33.1	27.5	29.6	9.8	2,523	39.1	26.3	25.8	8.8	2,491
TOTAL	**23.5**	**26.4**	**35.4**	**14.7**	**9,891**	**30.5**	**31.5**	**29.2**	**8.8**	**9,921**

*Includes all full-time instructional faculty.

Table 21a

NEWLY HIRED FULL-TIME FACULTY IN NEW JERSEY PUBLIC COLLEGES AND UNIVERSITIES, BY COLLEGIATE SECTOR

	1982–83 New Hires				1983–84 New Hires			
	Total (100%)	Women	Black	Hisp.	Total (100%)	Women	Black	Hisp.
Rutgers University	117	33.3	3.4	2.6	137	31.4	5.1	6.6
N.J.I.T.	28	10.7	3.6	—	34	8.8	2.9	—
U.M.D.N.J.	51	40.4	9.6	5.8	60	36.7	3.3	3.3
State Colleges	142	34.5	10.6	3.5	119	39.5	11.8	3.4
Community Colleges	119	52.9	8.4	.8	109	63.3	7.3	5.5
TOTAL	**458**	**38.2**	**7.4**	**2.6**	**459**	**40.1**	**7.0**	**4.6**

Table 21b

NEWLY HIRED FULL-TIME FACULTY IN NEW JERSEY PUBLIC COLLEGES AND UNIVERSITIES, BY COLLEGIATE SECTOR

	1984–85 New Hires				1985–86 New Hires				1986–87 New Hires			
	Total (100%)	Women	Black	Hisp.	Total (100%)	Women	Black	Hisp.	Total (100%)	Women	Black	Hisp.
Rutgers University	161	42.2	5.6	3.1	167	41.9	3.6	2.4	113	40.7	6.2	2.7
N.J.I.T.	17	17.6	—	5.9	22	4.5	13.6	4.5	25	16.0	—	—
U.M.D.N.J.	43	39.5	7.0	—	63	28.6	7.9	11.1	86	41.9	10.5	1.2
State Colleges	152	44.1	14.4	5.3	119	49.6	8.4	4.2	139	45.3	11.5	6.5
Community Colleges	112	68.8	8.9	1.8	110	67.3	10.0	3.6	119	63.9	15.1	4.2
TOTAL	**485**	**47.8**	**9.1**	**3.3**	**481**	**46.2**	**7.3**	**4.4**	**482**	**46.7**	**10.4**	**3.7**

Table 22

FULL-TIME EMPLOYEES IN NEW JERSEY PUBLIC COLLEGES AND UNIVERSITIES* BY EMPLOYMENT CATEGORY,** SEX, AND RACE/ETHNICITY

	1977–78 Employees				1985–86 Employees			
	Total # (100%)	% of Total Women	Black	Hispanic	Total # (100%)	% of Total Women	Black	Hispanic
Exec./Admin./Managerial	1,274	20.9	12.5	2.2	1,322	32.6	14.1	2.4
Faculty	7,399	30.9	5.5	1.7	7,148	32.9	5.6	2.0
Nonfac. Prof'l.	1,595	50.0	14.7	3.3	2,202	56.5	15.9	4.6
Nonprof'l.	8,884	59.4	18.7	3.9	9,041	61.4	21.3	6.5
TOTAL	**19,152**	**45.1**	**12.9**	**2.9**	**19,713**	**48.6**	**14.5**	**4.4**

*Excludes U.M.D.N.J. in both years, because their 1985–86 data are not comparable to their data for previous years. Including U.M.D.N.J. in 1985–86 raises the overall proportions of women and blacks (to 50.8% and 19.6%, respectively), and lowers slightly that of Hispanics (to 4.3%). This pattern obtains for each employment category, with the exception of faculty, where inclusion of U.M.D.N.J. lowers the proportions of women and blacks, and administrators, where it raises the proportion of Hispanics.

**The employment categories are defined according to the principal activities of employees:

Executive, Administrative, and Managerial – have major responsibility for the management of the institution or of a customarily recognized department or division.

Faculty – conduct instruction, research, or public service as a principal activity; hold academic rank titles.

Professional Nonfaculty – engage in principal activities (other than those of faculty or administrators) which require specialized professional training.

Nonprofessional – includes clerical or secretarial, technical or para-professional, skilled crafts, and service or maintenance.

NOTE: These data are collected biennially. Next reporting cycle is 1987–88.

APPENDIX B

THE GREAT SEAL OF THE STATE OF NEW JERSEY
LIBERTY AND PROSPERITY
1776

STATE COLLEGE AUTONOMY TRANSITION TEAM

Harold W. Eickhoff
President
Trenton State College

Vera King Farris
President
Stockton State College

Darryl Greer
Executive Director
New Jersey State College Governing Boards Association

Selvin F. Gumbs
Director
Office of Budget and Fiscal Planning
New Jersey Department of Higher Education

Russell W. Hawkins
Chairman, Board of Trustees
William Paterson College of New Jersey

Laurence Marcus
Director
Office for State Colleges
New Jersey Department of Higher Education

Robert A. Scott
President
Ramapo College of New Jersey

Peter Spiridon
Vice President for Administration and Finance
William Paterson College of New Jersey

James C. Wallace
(Chairman)
Assistant Chancellor for Fiscal Affairs
New Jersey Department of Higher Education

OVERSIGHT PANELS

State College Challenge Grants

Kenneth B. Clark
Member (Retired), New York State Board of Regents
Distinguished Professor of Psychology
City College of the City University of New York

Barbara W. Newell
Former Chancellor, The State University System of Florida
Visiting Scholar, Harvard University

Robert C. Wood
Former U.S. Secretary of Housing and Development
Henry Luce Professor of Government, Wesleyan University

Community College Challenge Grants

George Keller
Senior Vice President
The Barton-Gillet Company
Baltimore, Maryland

R. Jan LeCroy
Chancellor
Dallas County Community College District (Texas)

Queen F. Randall
President
American River College (California)

John E. Roueche
Director
Community College Leadership Program
University of Texas at Austin

TRANSFER ADVISORY BOARD

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General Manager of Corporate Communications
Atlantic Electric Company

Thomas Grites
Director of Academic Advising
Stockton State College

Carlos Hernandez
Vice President of Academic Affairs
Jersey City State College

J. Harrison Morson
Dean for Student Services
Mercer County Community College

Mary Robertson-Smith
Vice President and Dean of Instructional Services
Bergen Community College

Richard White
Director of Educational Development
Merck and Company

REVIEW PANEL: INSTITUTIONAL STRATEGIC PLANS ON MINORITY ENROLLMENTS

John P. Bean
Assistant Professor
Department of Educational Leadership and Policy Studies
Indiana University (Bloomington)

Manuel Gomez
Director of Educational Opportunity Program and Student Affirmative Action Office
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3. Bergen Community College
4. The Berkeley School
5. Beth Medrash Govoha
6. Bloomfield College
7. Brookdale Community College
8. Burlington County College
9. Caldwell College
10. Camden County College
11. Centenary College
12. College of Saint Elizabeth
13. Cumberland County College
14. Don Bosco College
15. Drew University
16. Essex County College
17. Fairleigh Dickinson University, Edward Williams College
18. Fairleigh Dickinson University, Florham-Madson Campus
19. Fairleigh Dickinson University, Rutherford-Wayne Campus
20. Fairleigh Dickinson University, Teaneck-Hackensack Campus
21. Felician College
22. Georgian Court College
23. Glassboro State College
24. Gloucester County College
25. Hudson County Community College
26. Jersey City State College
27. Katharine Gibbs School
28. Kean College of New Jersey
29. Mercer County Community College
30. Middlesex County College
31. Monmouth College
32. Montclair State College
33. County College of Morris
34. New Brunswick Theological Seminary
35. New Jersey Institute of Technology
36. Northeastern Bible College
37. Ocean County College
38. Passaic County Community College
39. Princeton Theological Seminary
40. Princeton University
41. Rabbinical College of America
42. Ramapo College of New Jersey
43. Rider College
44. Rutgers University at Camden
45. Rutgers University at Newark
46. Rutgers University at New Brunswick
47. Saint Peter's College
48. Salem Community College
49. Seton Hall University
50. Somerset (Raritan Valley Community College)
51. Stevens Institute of Technology
52. Stockton State College
53. Sussex County Community College Commission
54. Talmudical Academy
55. Thomas A. Edison State College
56. Trenton State College
57. University of Medicine and Dentistry of New Jersey Piscataway Campus
58. University of Medicine and Dentistry of New Jersey Newark Campus
59. University of Medicine and Dentistry of New Jersey Camden Campus
60. Union County College
61. Upsala College, East Orange
62. Upsala College, Sussex
63. Warren County Community College Commission
64. Westminster Choir College
65. William Paterson College of New Jersey